Georgia Department of Education
School Improvement Grant 1003(g)

Part II: LEA Application FY 2013-Cohort 4
Cover Page

LEA Name: **Dougherty County School System** School Name: **Monroe Comprehensive High School**	LEA Mailing Address: **200 Pine Avenue** **POB 3170** **Albany, GA 31706**
LEA Contact and Coordinator (person responsible) for the School Improvement Grant: Name: **Dwala L. Nobles** Position and Office: **RT3/SIG Program Manager** Contact's Mailing Address: **DCSS, 200 Pine Avenue, POB 3170, Albany, GA 31706** Telephone: **229.483.6300, ext. 3911; Cell: 404.323.3623** Fax: **229.431.1239** Email Address: **Dwala.Nobles@docoschools.org**	
Board Chairman (Print Name): **Mrs. Carol Tharin**	Telephone: **229.888.3019**
Signature of Board Chairman: Carol Tharin	Date: 4-18-14
Superintendent (Printed Name): **Dr. David C. Mosely**	Telephone: **229.431.1285**
Signature of Superintendent: X David C. Mosely	Date: 4-18-14
The District, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District receives through this application.	

LEA Name: Dougherty County School System

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			turnaround	restart	closure	transformation
Dougherty H. S.	**130183 000832**	**X**				**X**
Monroe H. S.	**130183 000824**	**X**				**X**

Note: An LEA that has nine or more priority schools may not implement the transformation model in more than 50 percent of those schools.

Funding Priority and Schools to be Served

The Georgia Department of Education utilizes School Improvement Grant (SIG) 1003(g) grant funding to incentivize districts in implementing comprehensive and sustainable reforms to transform the lowest achieving schools in the state.

Eligible Applicants: Local education agencies (LEAs) with designated Priority Schools during the 2013-2014 academic year. Priority schools that were previously identified and received an FY2010 (Cohort 2) School Improvement Grant to implement a reform model are not eligible to apply for the Cohort 4 grant. Priority schools that previously received FY 2009 (Cohort 1) SIG 1003(g) grant funding and are still reflected on the Priority school list are eligible to apply for the Cohort 4 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for Cohort 4 funds as well as those ineligible to apply. LEAs should notify the Georgia Department of Education of its intent no later than January 31, 2014.

Funding: Successful LEA applicants are awarded a minimum of $50,000 and up to $2,000,000 annually per school for the term of the grant. The Georgia Department of Education reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the Georgia Department of Education and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report via the

Indistar system in order to receive the grant renewal.

Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services. Additionally, SIG grant recipients must comply with all appropriate federal statutes and regulations pertaining to federal funds.

Program Accountability

Each LEA and school SIG 1003(g) grant recipient is responsible for the quality of implementation of the school improvement efforts described in its approved grant application and action plan.

Fiscal and Program Reporting Requirements

SIG grantees must submit monthly implementation progress action steps through Indistar. Additionally, LEA staff must ensure the timely drawdown of SIG 1003(g) grant funding. Each LEA must agree to respond to data requests from the GaDOE and the United States Department of Education including EdFACTS data. All data for both leading and lagging indicators as listed in the SIG 1003(g) Final Requirements must be collected and submitted as required.

The LEA must monitor each SIG 1003(g) school to ensure that:

1. The school is led by a principal capable of leading the reform efforts
2. The school is meeting ambitious annual goals, established by the LEA and school, for student academic achievement on Georgia assessments in both mathematics and reading/language arts. Additionally, if the school serves a high school population, the LEA and school must set annual goals for graduation rate and student attendance.
3. The school is making progress on the leading indicators described in the SIG 1003(g) Final Requirements. These include:
    - Number of minutes within the school year;
    - Student participation rate on State assessments in reading/language arts
    - Dropout rate (if applicable)
    - Student attendance
    - Teacher attendance
    - Number and percentage of students completing advanced coursework
    - Discipline incidents
    - Truants
    - Distribution of teachers by performance level on the Georgia Teacher Keys Evaluation System
    - Teacher attendance rate
4. The school is implementing the selected reform model with fidelity.
5. The school is utilizing formative and summative assessments to provide continuous feedback to

stakeholders and to identify those practices that are most promising in raising student achievement.

Application Instructions and Application Review

The LEA must complete a separate application for each of the eligible schools for which the LEA is applying.

The original and two copies of the completed application(s) must be mailed or delivered to **Dr. Patty Rooks** at the address listed below:

Georgia Department of Education
1566 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Please submit one (1) electronic copy to prooks@doe.k12.ga.us and Yordonez@doe.k12.ga.us.

Application Review

A team of GaDOE reviewers will rate each application according to the rubric. Only those applications with an acceptable rubric score will be invited to interview with a panel of evaluators. The panel will assess LEA capacity during the interview to ensure that the LEA application accurately captures the district's commitment to comprehensive and sustainable school improvement.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. A LEA may not exceed sixty (60) pages for this entire section.

LEA Capacity

i. For each Priority school that the LEA commits to serve, the LEA must complete a comprehensive needs assessment and analysis (Appendix A), resulting in the selection of an appropriate intervention for each school. Utilizing the summary and conclusion of the analysis of each of the areas detailed in Appendix A, provide a narrative that discusses how the needs assessment aligns with the selection of the specific SIG 1003(g) intervention model selected by the LEA for each Priority school.

ii. How does the process for support and response to the SIG school(s) differ from the support and response to other, higher-achieving, schools? (e.g.: Principals' direct access on a regular basis to the Superintendent; District organizational structure reorganized to provide direct and differentiated support including district SIG staff and areas of curriculum to SIG school(s),etc.) Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in the SIG school(s). Include descriptions of competencies and responsibilities of any new or existing district staff who will serve SIG schools. Two members of the team must be the district's Director of Federal Programs and the Director of Human Resources.

iii. What methods did the LEA use to consult with relevant stakeholders including principals, teachers, staff, parents, school board members and students on the LEA's application and selection of intervention models in its Priority school(s) prior to submitting an application to the Georgia Department of Education?

iv. What is the LEA's strategy for recruitment and selection of effective Turnaround school leaders, teachers, and staff to work in its lowest performing schools? How does the LEA anticipate utilizing the Turnaround Leader competencies to staff the SIG school(s)?

v. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

vi. How will the LEA sustain the reforms in its SIG 1003(g) schools after the funding period has concluded?

vii. How will the LEA ensure that the SIG 1003(g) school has sufficient flexibility from barriers that may inhibit the reform efforts? How has the LEA assessed what possible barriers may arise? How will the LEA work with the Local Board of Education to address potential barriers?

viii. How will the LEA select School Improvement vendors (external partners/provider) to work with the SIG school(s)? The LEA must demonstrate how they will recruit, screen, and select any vendor that may receive $75,000 or more, throughout the term of the grant.

The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:

- A process for identification of potential providers;
- A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
- A description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school

ix. How will the LEA gather and share effective practices from the schools receiving SIG funds with other schools within the LEA?

x. If the LEA has chosen not to apply for SIG 1003(g) funding for all of its eligible Priority Schools, the LEA must include a narrative discussing why the LEA does not have the capacity to serve all of its eligible schools with SIG 1003(g) funding and support.

LEA CAPACITY

Dougherty County School System (DCSS) is comprised of twenty-three traditional schools and several alternative programs that serve a variety of students--from those who are gifted and need acceleration opportunities, to students who need a second chance to recover credits to graduate from high school. The community understands the urgency of identifying solutions to mitigate the deepening poverty that has taken root in a pronounced manner in Dougherty County. That nineteen of the district's traditional schools are federally-designated Title I schools is a compelling reason for the district to identify supplemental resources to provide students with a quality education that equips them ultimately to ascend from the degradation of poverty to a hopeful future with limitless possibilities.

Monroe High School, the district's Pre-Engineering, Math, and Technology Center of Excellence, is a cohesive learning community proud of its cultural heritage and historical status in Dougherty County. Like other Priority schools, Monroe High contends with poverty and persistently low student achievement, as evidenced by its annual state and national test scores and graduation rates, ranked well below state averages for many years. At the end of the 2012-2013 school year, DCSS began the process of intervening to transform the school by replacing the principal with one who possessed the turnaround competencies necessary to improve student achievement and teacher effectiveness. Recent surveys conducted in preparation for the School Improvement Grant (1003g) application, as well as the recent GAPSS Analysis, collectively point to Mr. Davis's leadership as an essential component and first step in creating a sustainable learning environment where academic excellence occurs pervasively. According to the GAPSS summary, "The principal demonstrates that he is the instructional leader and change agent in this school. He consistently leads the school's work in curriculum, instruction, assessment, and

professional learning. He has a comprehensive knowledge of best practices and works actively to improve student achievement."

The district conducted a root cause analysis to determine why Monroe has faced years of persistently low student achievement and high incidences of discipline concerns, along with student and faculty attendance concerns. The analysis revealed the absence of effective instructional leadership, administrative stability, and school-wide accountability. In other words, prior to the current school year, Monroe had not benefitted from the leadership of a turnaround principal and administrative team who understand how to use effectively the school improvement process to exact positive changes in student and staff performance and school climate.

The LEA needs assessment conveyed a preponderance of stakeholders' gratitude for the new administration. For example, when asked what they like best about their school, more than half of the students indicated that they love the principal because he cares about them. Students attribute their experience with more teachers' willingness to help them beyond the school day as a result of the principal's caring and high expectations. Faculty, parents, and students all acknowledge a transformation in the learning environment and point to a positive, orderly school and clear hallways after the tardy bell has sounded.

Monroe High School's GAPSS target actions delineate the need for essential improvements in teacher practices, specifically, rigorous instruction, high expectations for students, and greater use of instructional technology. The stakeholder needs assessments confirm these areas of improvement, inasmuch as the majority of teachers, parents, and students requested instructional technology and improvements in the technology infrastructure. A large percentage of students appreciate their teachers; however, they indicated a desire for teachers to provide them with more engaging, hands-on activities like science labs and other meaningful, interactive activities that are relevant to them. Student achievement data supports the need for dramatic changes in the instructional program to change the course for the students who are African-American, poor, underserved academically and continue to drop out of school. In SY12, the ninth grade class was comprised of 351 students; however, during the following year, the tenth grade class saw a staggering reduction of 95 students. With a third of the students missing between one to three weeks of school, and another 15% missing more than fifteen days of school, it is reasonable to suggest that student engagement is lacking. Coupled with the challenges of student attendance, Monroe High also faces attendance concerns among its faculty in that on average, the monthly attendance rate among teachers last school year was 87%.

For several decades, educational research points to teachers as the single-most important factor in predicting student performance outcomes. Changing teacher practice results in changing student achievement. As teachers participate in targeted, specific professional learning, and administrators monitor for the implementation of the training, students' performance will begin to rebound as it has at several SIG-Priority schools in our state.

In an effort to ensure a more cohesive and focused Cohort 4 SIG application, during the summer of 2013, the

principal and RT3/SIG program manager discussed how best to achieve this goal. After further discussions with Monroe's administrative and leadership teams, the staff decided that a STEM focus will be an appropriate focus or context for school improvement, particularly given that the school had never realized its status as the district's Pre-Engineering, Math, and Technology Center of Excellence. After the GAPSS analysis report, it became more evident that a STEM focus allows for a structured framework to engage students with more hands-on, project-based, collaborative, and relevant learning opportunities. Similarly, teachers will be able to collaborate more across various departments.

The national and state priority of increasing student participation in STEM education affirms the need for our district to place a greater emphasis on providing our students with a quality STEM educational experience. Federal and state resources are widely available to that end. The LEA has recently begun the process of incorporating STEM training into its professional learning schedule. Three schools have been selected to participate in this summer's STEM Institute. The School Improvement Grant (SIG 1003g) will afford Monroe High School the opportunity to become a realized center of STEM excellence--one where teachers embed challenging, engaging and relevant learning opportunities into the instructional program. The transformation will begin with teachers and administrators participating in comprehensive Universal Design for Learning (UDL) training as a requisite, initial obligation, ensuring the learning styles and needs of all students are met without forfeiting high expectations. A UDL external provider will be identified to train the certified staff, as well as guide the administration through the implementation and monitoring phases of UDL, which will be aligned to the Teacher Keys Effectiveness Systems for the Monroe High faculty.

In an effort to transform Monroe High School into a realized STEM school during the grant period, the SIG (1003g) will be used to enhance a variety of STEM programs with essential classroom and media center instructional resources and teacher training that result in teachers' understanding of the relationship of their content area within a larger standards-driven STEM context. As teachers collaborate to improve instruction and develop standards-based learning activities and integrated instructional units, students will benefit from more engaging, challenging learning opportunities and a greater awareness of the interdependence of all subjects. Thus, students will be able to improve their critical thinking, problem-solving and literacy skills. Ultimately, students will be equipped to make more informed decisions regarding their post-secondary options and career goals.

Monroe High School has begun the process of incorporating vertical conversations with its feeder middle schools. The acquisition of the SIG (1003g) will allow the school to expand its activities by hosting an annual STEM Week and Summer Camp for middle school students. Monroe High School students and staff will design promotional campaigns to create student interest. A parent meeting will be held to explain the purpose of the STEM Week activities and camp and begin the registration process. At the meeting, students will have an interactive opportunity to learn more about the camp by operating a robot and other objects designed by Monroe High students, who will also explain the relationship between robots and academic subjects. In so doing, ninth grade students will enter high school with a greater academic focus and understanding of the impact high school has on their future college

and career opportunities. Additionally, Monroe High's leadership team, including their own school-based CTAE supervisor, will work with the district's CTAE director and GADOE STEM program specialist to pursue STEM certification after it is evident that teachers have received sufficient training in STEM collaboration and instructional best practices.

During the past two and a half years, Dougherty County School System (DCSS), in conjunction with the Georgia Department of Education's District Effectiveness Team, evaluated the system's departmental and federal program processes to determine how best to support all schools. With a greater emphasis on providing comprehensive support for its underperforming schools, DCSS is now better positioned to manage a School Improvement Grant (1003g) at its two eligible Priority schools. The Human Resources Department has both a director and personnel coordinator who actively participate in university and various local and state job fairs to recruit highly qualified teachers. The district offers recruitment and retention bonuses to teachers who are highly qualified, certified in critical needs areas, and are willing to teach in a Priority or Focus school. The Human Resources and Title II-A directors collaborate to ensure an organized annual process of monitoring the Hi-Q status of all teachers in the district. Over the past four years, the district's Hi-Q status has increased substantially from 93% in 2010 to 99% in 2014.

DCSS recently hired a veteran Title I director, who has substantial experience in school improvement structures and federal program administration. Collectively, she and three district-level Title I school improvement specialists provide technical assistance to schools in developing and monitoring the school-wide plan, budget, and parental engagement activities. One school improvement specialist monitors the Focus schools and Non-SIG Priority schools and assists with the development of the schools' Flexible Learning Plans. The district's current RT3/SIG program manager will use a structured paradigm of support and monitoring for future SIG schools, as she does currently for the district's Cohort 2 SIG school. The structure of support will include: weekly visits during the first two months of SY15 to ensure completion of SIG-funded staffing, training of the school improvement specialist and administrative accounts specialist, review of the professional learning scheduling, duties and responsibilities of the administration and leadership team, and the organization and implementation of increased learning time. After the GADOE provides *Indistar* training and a monitoring schedule, in addition to a weekly desk-monitoring of Indistar to review coaching comment responses and the status of tasks, monthly monitoring meetings at the school will include SIG team members, school administration, and available GADOE staff. Monthly monitoring of SIG-Priority school indicators will allow the SIG team to support the school's efforts to fulfill its goals and objectives to improve student achievement and teacher practice. The program manager will provide timely programmatic and fiscal guidance in accordance with the SIG (1003g) requirements. Fiscal meetings with the school's administrative accounts specialist, district fiscal analyst, principal, school improvement specialist, and program manager will be conducted every six weeks to review the status of the SIG budget, orders, and purchasing timelines. The secondary RTI coordinator, a former special education teacher, will continue to train teachers on the use of universal screeners, identifying appropriate interventions, maintaining appropriate documentation of interventions, and analyzing student progress. The instructional data specialist, a former GADOE school improvement specialist, will determine the faculty's ability to analyze data, and train the faculty in effective processes of data analysis. This will include: finding the relevant pieces of data in various data platforms including SLDS, understanding what the data signifies, determining what the data means, and selecting an instructional approach to address student needs based on the data. The high school instructional specialist will be trained on the new assessment platform to support teachers in their efforts to use the platform to develop unit assessments and analyze the data at the

standards' level. Additionally, the instructional specialist will support the school staff's use of the TLE platform and other technology as it becomes available. Thus, the LEA SIG team will be comprised of the human resources director, Title I director, secondary RTI coordinator, instructional data specialist, high school instructional specialist (pending BOE approval), and RT3/SIG program manager. Inasmuch as non-SIG schools do not have a program manager who continually monitors their school improvement processes or a SIG team, Monroe High School's district support will exceed the support given to other schools. Additionally, the secondary core-content coordinators will spend more time supporting the teachers at Monroe by engaging them in professional learning that includes training, modeling, implementing and monitoring. To impact teacher practice and student achievement, the coordinators will use a 3-5 day cycle of uninterrupted training and support, as well as follow-up visits to ensure full implementation of training.

The LEA consulted with groups of relevant stakeholders during the previous and current school years. Meetings with the DCSS Board of Education, along with the schools' leadership teams, faculty, students, and parents resulted in the stakeholders' understanding of the importance of their input as well as the need for the School Improvement Grant award. Each year, a needs assessment was conducted during the meetings of stakeholders. In preparation for the Cohort 4 SIG application opportunity, the LEA conducted the following meetings:

- January 28, 2014: MHS Leadership Team [14 team members attended.]
- February 13, 2014: MHS Leadership Team [15 team members attended.]
- February 24, 2014: Student Meeting [31 students attended.]
- February 25, 2014: Parent Meeting [14 parents attended.]
- March 10, 2014: DCSS Board of Education SIG Update [40+ stakeholders attended.]
- March 21, 2014: LEA attended the MHS's GAPSS Summary Report Meeting
- March 27, 2014: MHS STEM and CTAE Meeting [5 school and 2 district staff attended.]
- March 31, 2014: Administrative Work Session
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During SY13, in preparation for the SIG opportunity, the district replaced the principals at both Dougherty and Monroe High Schools. The Transformation Model evolved as the most practical intervention model for our district, given the difficulty we have in acquiring a substantial cadre of highly qualified teachers in critical content areas. Although the district offers recruitment and retention bonuses, given the national shortage of teachers in critical areas, DCSS continues to feel the impact of the shortages. Fortunately, the hiring of turnaround principals last year has begun to reveal this decision to be a prudent one, as evidenced by the structures they have implemented during SY14 to improve and/or remove ineffective teachers and staff.

In May 2013, the district's interview panel, comprised of the HR director, executive director of finance, superintendent, assistant superintendent for curriculum and instruction, GADOE representative, and RT3/SIG program manager, interviewed several candidates for the principal positions at Dougherty and Monroe High Schools. Candidates were required to delineate their understanding of "turnaround leadership" and school improvement best practices. From the very beginning of their tenure, with a sense of urgency, the current principals have exhibited requisite turnaround competencies as they assessed the status of school climate, teaching and learning, and family/community engagement. Their problem-solving ability, concentration on results, and capacity to influence staff has resulted in the beginning stages of a positive transformation in less than six months. Stakeholders have indicated on numerous occasions their support of and gratitude for the current administrations' initial focus of creating a safe and orderly environment conducive to learning, and a concurrent laser-like focus on teaching and learning. The typical statement from stakeholders is "Our school is now serious

about educating students and holding staff accountable." With a deep commitment from the current turnaround principals at Dougherty and Monroe High Schools, the district believes that both schools are better able to manage and utilize potential SIG funding to improve student achievement and teacher effectiveness.

The district will conduct monthly monitoring of SIG schools through its RT3/SIG program manager and LEA SIG team. Specifically, the monitoring will determine the schools' progress on the twenty assurances including, but not limited to, the implementation of CCGPS, analysis of student and teacher data, implementation of short-term action plans documented in *Indistar,* implementation of increased learning time, and professional learning. Monitoring meetings will include content/data team presentations of student achievement on diagnostic, formative, and common unit assessments, updates on collaborative planning effectiveness and school-level monitoring of teacher planning, leadership team activities and *Indistar* utilization, as well as detailed updates regarding the organization and effectiveness of Increased Learning Time (ILT) and other academic/behavioral interventions. The district will use *Indistar* as a monitoring tool to ensure implementation of school improvement efforts.

The SIG Team and the school improvement specialist at its Cohort 2 school will provide training and support for future school improvement specialists and leadership teams at Cohort 4 SIG schools. The training will include: time management and leadership team best practices, effective *Indistar* documentation, and organizing and monitoring ILT. The RTI coordinator will ensure teachers' understanding of and proper utilization of the reading and math universal screeners.

In addition to the state's District Effectiveness Team, the SW Region School Improvement Team provides wide-ranging expertise and support to our district's Priority and SIG school principals. Given the organizational structure, flexibility, training, and processes of the team during SY14, we are confident of the district's ability to maximize available resources to exact positive outcomes. The accessibility and expertise of the Lead School Improvement Specialist, Point of Contact, Content Specialists, and other specialists from the SW Region Team, collectively will strengthen our efforts to develop sustainable practices at the school and district levels.

After the funding period has concluded, the district leaders will sustain the reforms in its SIG schools. The executive director of business and finance recognizes the necessity to engage in ongoing conversations and planning for sustainability. As such, he conducts monthly collaborative budget meetings with the assistant superintendent for curriculum and instruction and the directors of all federal programs, including Title I, Title II-A, Migrant, and Race to the Top/School Improvement Grant (1003g). The meetings allow the staff to address the programmatic status and needs of various district-sponsored activities, ensure the supplemental requirement of Title I, and identify available local, state, and federal program funding to ensure sustainability of those practices which produce the greatest student achievement and teacher/leader effectiveness outcomes. Utilizing *Indistar* as a school improvement platform, the LEA will continue to monitor and evaluate school practices and progress. The expectations we espouse now for sustaining school improvements practices will only be enhanced as schools begin to see improvements in student performance. Title I and Title II-A funding will sustain any professional learning activities funded by the grant. Our commitment, however, is to hold schools accountable for implementing and monitoring substantive professional training like Universal Design for Learning. In addition to the accountability the Teachers Keys Evaluation System will afford, we will conduct focus-walks, and review observation and focus walk data to determine the consistency of practices, strengths, and next steps. CTAE and other available local funding sources will be used to sustain the SIG-funded STEM equipment and other technologies. The district will also pursue STEM-related grant opportunities at the national and state levels.

The district has received substantial input from its Priority schools and has begun to take action in an effort to remove the most compelling barriers. The technology director has begun the work of improving the technology infrastructure to ensure consistent Wi-Fi access throughout each school facility. Additionally, the assistant superintendent for curriculum and instruction is responding to other risk factors that will be resolved as consultants are hired to develop an organized graduation advisement-accountability process, align the curriculum in specific content areas, develop "students-first" procedures for awarding Carnegie units, and train teachers to develop effective common unit assessments. Led by the GADOE District Effectiveness Team, the initial work of curriculum alignment is underway currently. Continuing into SY15, the GADOE and district team will partner in an effort to resolve the aforementioned barriers in an effective and timely manner. The teams will evaluate the barriers and eventually provide the DCSS Board of Education with a status report and effective strategies to ameliorate the concerns judiciously.

DCSS recognizes the importance of utilizing the expertise of external providers who have proven results in the areas of improving standards-based classrooms, assessment development, data analysis to inform instruction, effective TKES feedback, Universal Design for Learning, STEM professional development, Literacy Design Collaborative, Mathematics Design Collaborative, Co-Teaching Strategies, and College and Career Readiness practices. In addition to the GADOE's technical assistance, external providers will be selected based on the LEA's service procurement guidelines, along with the timely processes and relevant, researched practices embedded in *Guide to Working With External Providers: Partnerships to Improve Teaching and Learning, 3rd Edition* (Hassel and Steiner, 2012). The SIG Team and members of the Monroe High School faculty will collaborate to develop requests for proposals. With an emphasis on improving instruction, potential service providers will need to show evidence of their capacity to train teachers and provide examples of transformative classrooms they have supported. In addition to the training, service providers will model, evaluate, and assist administrators in aligning the professional learning activity to the Teacher Keys Effectiveness System, so that administrators can aptly evaluate the degree to which implementation is proficient, the expected rating for all teachers. The service provider will be required to update the administration throughout the training period and supply teachers with specific feedback on their progress, along with research-based strategies to strengthen their development. The SIG Team and school staff will collaborate and evaluate the proposals based on the needs of the Monroe High School.

There will be a concerted effort to provide targeted professional learning for the teachers and administrators at Monroe High School. A systemic training framework, which includes implementation, alignment to the Teacher Keys Evaluation System standards, modeling, monitoring, and peer observations, will be used to avoid the pitfalls of short-lived training that seldom impacts teacher practice and student outcomes. Instead, the Universal Design for Learning training will be embedded into the school culture over time. Mary Ann Lasseter, a former GADOE school improvement specialist and UDL expert, will serve as a consultant at Monroe High School, pending grant and DCSS Board approval. Currently training the faculty at our Cohort 2 SIG school, Ms. Lasseter promises to equip them with the language of how students process information and proven strategies to target various learning modalities.

Priority SIG schools will have several opportunities to share their progress and collaborate. During SY14, the assistant superintendent for curriculum and instruction initiated the monthly sharing of best practices at principals' meetings. Additionally, he provides principals with time for job-alike collaboration several times a year. Beginning in SY15, the DCSS Board of Education will receive twice annual updates on SIG schools rather than the current

single annual update. The school principals and RT3/SIG program manager will summarize the status and highlight successes of the SIG-funded activities and provide an update on student progress. The superintendent meets with his cabinet at least once per month. He conducts quarterly district-wide leadership team meetings to focus the work of his cabinet and schools. The quarterly meetings promote fluid communication between the school and district leadership as departmental updates and celebrations are shared. Principals have direct access to the superintendent via his personal cell phone and private office line. In fact, principals have acknowledged their appreciation of the superintendent's accessibility and willingness to confer with them as the need arises.

Because we will have both district-level and school-level SIS positions if we acquire the SIG, there will be a greater emphasis on collaboration to support the Priority and Focus schools. As such, SIG schools will be able to share their best work with non-SIG schools. In May 2014, the first work session will be conducted to discuss the standardization of LEA monitoring of its Priority, SIG, and Focus Schools. During the 2014 Summer Leadership Academy, the program manager will co-present with the Southwest Georgia Region's Lead School Improvement Specialist. This will give DCSS an immediate opportunity to share best practices with other districts, as well as learn of other support mechanisms for underperforming schools. Just as the district's current Cohort 2 SIG school has been invited to share its practices and student achievement results with the United States Department of Education, Monroe and Dougherty High may have a similar opportunity on the horizon as they transform teacher practice and student support to improve student achievement.

C. BUDGET: An LEA must complete a proposed budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

1. The LEA must provide a three (3) year <u>proposed</u> budget narrative and fill out the corresponding budget templates that are provided in this application. The budget narrative and templates must reflect the amount of school improvement funds the LEA will use each year to:
   a. Implement the selected model in each SIG school it commits to serve.

   b. Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority school(s).

Note: An LEA's proposed budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve through SIG 1003(g). A LEA's proposed budget must include reasonable and necessary expenditures that are in compliance with federal funding requirements. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year proposed budget plan.

An LEA's proposed budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000 or no more than $6,000,000, per school, over three years.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;

(2) Establish SMART (specific, measurable, attainable, relevant and time-bound) annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure annual progress on the leading indicators in section III of the final requirements (http://www2.ed.gov/programs/sif/2010-27313.pdf) in order to monitor each Priority school that it serves with school improvement funds

(3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the partner, charter management organization, or education management organization accountable for complying with the final requirements;

(4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

(5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

(6) Report to the SEA the school-level data required under section III of the final requirements

(http://www2.ed.gov/programs/sif/2010-27313.pdf).

Georgia Specific Assurances

The LEA must assure that it will—

(1) Ensure that a high-performing principal leads the school reform;
(2) Ensure that staff selection is based on mutual consent of the school principal and the LEA;
(3) Collaborate with the Georgia Department of Education's District Effectiveness Team to support the reform efforts in the SIG 1003(g) school(s); and
(4) Ensure that principal selection is approved by a Georgia Department of Education staff member.

Section E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement. NOT APPLICABLE FOR PRIORITY SCHOOLS
NOT APPLICABLE: DOUGHERTY & MONROE HIGH SCHOOLS ARE PRIORITY SCHOOLS

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

Transformation Model. The LEA and school must complete following prompts. Please discuss the actions necessary to implement the model requirements, how the actions align with the needs analysis, the timelines for accomplishing the model requirements, and staff responsible and accountable for the following areas:

A1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions: Replace the Principal The Dougherty County School System replaced the principal at Monroe High School on May 30, 2013 in preparation for the SIG application Transformation Model requirement. Mr. Vinson Davis was named principal as a result of his turnaround leadership qualities. He was allowed to staff his school with two assistant principals he believed to be effective and capable of supporting his vision to improve Monroe High School. Driving and influencing for results, they made the decision to provide students with additional increased learning time via the addition of a 0-period and 8th-period daily instructional opportunity, initiate a standards-based instructional team and student leadership team. According to the March 2014 Georgia Assessment of Performance on School Standards (GAPSS) summary report: *The principal and assistant principals facilitate the development and sustained implementation of policies, practices, and procedures that ensure a safe and inviting learning environment for students, staff, and community.* Turnaround Competency: Problem-Solving *The principal demonstrates that he is the instructional leader and change agent in this school. He consistently leads the school's work in curriculum, instruction, assessment, and professional learning. He has a comprehensive knowledge of best practices and works actively to improve student achievement. Furthermore, the principal has a realistic and honest view about the current status of the school which guides his important decisions about school improvement. It is apparent that he possesses the qualities of a turnaround principal.* Turnaround Competencies: Driving for Results, Influencing for Results,	Timeline: Principal Hired: May 30, 2013 MHS GAPSS Analysis: March 11-12, 2014

Problem-Solving and Showing Confidence to Lead *Administrators effectively monitor and evaluate teacher performance…ratings are congruent with student performance as indicated by state assessment and district benchmark results.* Competencies: All *The administrative team maintains high visibility in hallways, the cafeteria, and classrooms.* Competencies: Driving for Results, Showing Confidence to Lead *The achievements and accomplishments of students are celebrated throughout the year in multiple ways.* Competency: Influencing for Results	
The principal recently recommended an instructional coach who was a gifted and successful science teacher in a nearby district. According to the GADOE's STEM program specialist, "She was my star! She created marvelous instructional strategies to reach struggling students and they performed well on the GHSGT after many years of poor performance." In recommending this particular educator, the principal has further conveyed his commitment to ensuring that teachers have the instructional support needed to improve student achievement. Given the magnitude of what will be required to lead a SIG Priority school, the principal and his staff will benefit tremendously from a school improvement specialist who has a comprehensive understanding of school improvement processes, an effective plan for monitoring and measuring progress, and a thorough understanding of data analysis at the school, department, data team, and teacher level. Actions:	Timeline: April 2014
Fund School Improvement Specialist Use SIG to fund a School Improvement Specialist who will guide the *Indistar* documentation by collaborating with the faculty and staff to: • Design and organize a school improvement strategic plan to assist the school in improving its CCRPI score which is currently 53.7 • Assist administrators, instructional coaches, and teachers by using collaborative models of observations to promote quality instructional practices • Develop a leadership and data team data analysis plan template	2014-2015 2015-2016 2016-2017

• Conduct trainings on data analysis • Create data reports per the principal's request • Maintain a supportive, coaching role with teachers and instructional coaches • Coordinate with LEA on appropriate budgeting and expenditure of funds	

A2. Implement the Teacher and Leader Effectiveness Systems (TKES/LKES) as a method to improve teacher and leader effectiveness in the school building.	
Actions: As a Race to the Top Cohort 1 school district, DCSS fully implemented the Teacher and Leader Keys Effectiveness Systems during the 2012-2013 school year. During that same year, 89.5% of the teachers were rated proficient, indicating a negative correlation between TKES and the underperformance of students on EOCTs and district benchmark exams. The SY14 GAPSS Summary Report commends the administration's effectiveness in monitoring and evaluating teacher performance and notes the congruence of the ratings with student performance. However, of the 12 Target Actions for Improvements, 7 Target Actions are in the areas of curriculum planning, assessment, and instruction. An external provider will train teachers and administrators in Universal Design for Learning training which encompasses the Target Actions identified in the GAPSS. Specifically: • *Ensure that teachers in all content areas and leaders have a shared understanding of the rigor expectations for standards, curriculum, assessment, and instruction* • *Ensure that teachers across all content areas provide timely, appropriate, and meaningful student feedback, explaining how students can close the gap between their current levels of performance and those required by the curriculum standards. In other words, teachers must tell students frequently and specifically how to improve.* • *Ensure that the grading practices of teachers across all content areas consistently provide an accurate indication of student*	Timeline: 2012-2013 Full Implementation GAPSS Analysis March 11-12, 2014 June 2014: Submit UDL contract to BOE (pending grant approval) July 2014: Begin training during pre-planning August 2014: Administration includes UDL in its pre-evaluation conferences to ensure teachers understand the expectations for implementation

progress on the required standards • *Create a more rigorous, academically challenging learning environment by teaching the curriculum at a rigorous level, emphasizing higher-order thinking skills and processes, a variety of research-based instructional strategies, and establishing high expectations for student achievement in every classroom.* • *Ensure that teacher have a clear, common understanding of differentiation using the principals of the Universal Design for Learning (UDL) principles* • *Engage students in setting their own learning targets aligned to curriculum standards and by self-monitoring their performance and progress* • *Seek ways to significantly increase teacher and student use of technology in all content areas to enhance instruction and increase learning. Provide appropriate professional learning in this area.* .	SY15: Sustain UDL training of teachers and administrators 2014-2015 October 2014: Guided by the external provider, the administrators will begin Phase I monitoring of the instructional implementation of UDL principles in core-area classrooms, followed by Phase II monitoring of all other classrooms in January 2015
Teachers, Principals, and Assistant Principals are required to participate in annual retraining and orientation on the TKES and LKES. The SIG will be used to reward this group for improvements in individual evaluation performance based on the following criteria: Teachers who receive at least two "Exemplary" rating on two of the 10 summative TKES standards and no "Ineffective" ratings will receive a bonus of $500. Assistant Principals and the Principal who receive at least one "Exemplary" rating on one of the 8 summative LKES standards and no "Ineffective" ratings will receive a bonus of $500.	2014-2015 2015-2016 2016-2017

A3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	
Actions: The MHS administration, faculty and staff are committed to annual improvements in student achievement as measured by increases in EOCT scores and the graduation rate as well as by a decrease in grade level retention rates from year to year. Currently, leadership team members receive compensation in the form of an additional planning period which permits them to participate in frequent school improvement meetings, walkthrough observations, and data analysis. Many of these team members also Rewards Incentive Plan Proposal Rationale: The faculty and staff of Monroe High School are committed to transforming the school into a fully realized learning community where high expectations result in sustained teacher effectiveness and substantial gains in all aspects of student achievement. The administration rightly believes that all certified and classified staff members have a role in ensuring student success. To that end, there will be a collective effort to improve students' graduation rates and EOCT performance in accordance with the USED and GADOE requirements, as well as the state performance targets through SY2017 and beyond. The rewards proposal is based upon improved End of Course Test results, an increase in the graduation rate, and individual teacher and administrator performance as measured by the Teacher Keys and Leader Keys Evaluation Systems (TKES and LKES). *Student Performance* Of the eight Georgia End of Course subjects, Monroe High School faculty teach seven courses. All certified staff will be included in the EOCT rewards improvement plan. With regards to the graduation rate rewards improvement,	Timeline: 2014-2015 2015-2016 2016-2017

the administration believes that each adult in the school setting can have a positive impact on students whether they are certified or classified staff. As such, the rewards program for student achievement will be accessible to all school staff during the next three years. For their roles in supporting students through their varied duties and responsibilities, all classified and certified staff will participate in the rewards program based on graduation rate increases such that if the school meets its cohort graduation rate goals.	
Principal Retention Bonus Provide principal with a retention bonus of $5000 to implement the Transformation Model after Year 1. During Year 2 and 3, the bonus will be awarded if the school's CCRPI score increases by 6 or more points.	Disbursement Schedule: SY15: November 2014: $3000 May 2015: $2000 SY16 and SY17: $5000 will be disbursed after the final posted CCRPI scores for each school year reveal an increase of 6+ points. ----------
Teacher Performance During the fall of SY14, the principal and leadership team provided timely feedback and support to more than 15 teachers. By January 2014, four teachers who were either considered to be ineffective or needing development resigned from Monroe High School. Similarly, of the six teachers who will not return in SY15, four are considered to be ineffective or needing development. Clearly, the principal conveys a sense of urgency in staffing the school with highly-qualified and competent teachers. With the support of the HR director and superintendent, the principal will continue to identify teachers who need to improve their instructional practices. Collaborating with his administrative and coaching staff and the curriculum department, the principal will facilitate the requisite training teachers need to improve their performance. The Teacher Keys Effectiveness System of formative observations and student growth measures will convey the degree to which teachers implement with fidelity required training, which ultimately results in student achievement gains. If teachers refuse to adhere to the training and/or embed the training into their instructional practice, they will be non-renewed.	

A4. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	
Actions: Job-Embedded Professional Learning: Teachers and administrators will participate in a variety of job-embedded professional learning during collaborative planning periods and leadership team meetings. During weekly collaborative planning meetings, teachers will develop unit plans and assessments, analyze student work, and discuss best practices. Additionally, the instructional coaching staff will provide on-site training for teachers based on their needs, as well as the needs of the students. As a function of the district's New Teacher Induction Program, the school's administration will assign teachers with fewer than three years at the school a teacher mentor within the same department. This relationship will support the new teachers' acclimation within the school community. The mentor will receive training from the LEA's Induction Program coordinator and other selected staff. The mentor will be equipped with the support and coaching skills outlined by the GADOE. Training in Universal Design for Learning: Teachers and Administrators will participate in job-embedded UDL training which will serve as the targeted, annual instructional development needed to address the standards of instruction and assessment deficiencies delineated in the school's student achievement data for many years, as well as the March 2014 summary GAPSS analysis. Of the 13 standards, teachers were rated as emerging in 8 of the standards including: • Assessment results analyzed to provide feedback and adjust instruction • Assessment practices provide accurate indication of student progress • Academically-challenging environment/higher-order thinking skills • Differentiated instruction • Students set learning targets • High expectations with students actively monitoring their own progress	Timeline: Ongoing Training will begin in July 2014 and extend through the end of the grant period. A training schedule will be developed with input from the school and consultant.

• Student performance feedback • Timely, systematic, data-driven interventions	
Training in the New Assessment Platform and Test-Item Banks: The district's new assessment platform will be on the April DCSS BOE agenda for approval. Funded by Race to the Top, the new platform training will begin in May 2014 and extend through the summer and fall. The assessment platform will allow teachers to develop quality formative and unit assessments and analyze assessment data to improve instruction and student performance on unit and state assessments. Each high school will be assigned an instructional specialist to provide full-time support to teachers and administrators.	May 2014- Fall 2014
Training in Curriculum Alignment and Assessment Development: The SIG team will enlist the support of an external provider to train teachers in the area of curriculum alignment and assessment development. The GADOE Leader Effectiveness Team has begun the initial task of acquiring district curriculum documents for review. Because teachers do not typically receive training in assessment development, coupled with Monroe High's alarming student EOCT performance, a sense of urgency dictates the acquisition of content/assessment expert consultants who will:	.
• Evaluate teachers' understanding of the purpose of formative and summative assessments • Review CCGPS and GPS frameworks • Facilitate the establishment of clear expectations for assessments • Review Understanding by Design principles • Facilitate the evaluation of school and district assessments using the TLKES Assessment Criteria Table used for the development of Student Learning Objectives • Define curriculum documents to be used in developing assessments • Guide teachers through the process of analyzing the standards, indicators, and elements, list what both students and teachers need to know and be able to do in order to address the standard • Ensure the alignment of item bank questions against the standard • Assist teacher in the development of an assessment process that includes analyzing results	2014-2015

• Facilitate the construction of unit and formative assessments and evaluate	
Summer Summit Annually, per the GADOE requirements for Priority Schools, members of MHS's leadership team will participate in the Summer Summit where they will receive updates on CCRPI, CCGPS, standards-based classrooms, data analysis, TKES/LKES, etc…This serves as an opportune growth opportunity for administrators and instructional coaches to learn and share best practices that impact student achievement and teacher/leader effectiveness. SIG will fund Summer Summit if directed by the GADOE.	
STEM Integration Georgia STEM Institute Monroe High School was one of two high schools selected to attend the upcoming Georgia STEM Institute this summer. Five teachers will participate in STEM immersion for five days in Atlanta where they will be exposed to a variety of industry partners who will demonstrate how their industry can be applied in a STEM classroom. The teachers will gather essential information and networking contacts and redeliver to the STEM teachers during pre-planning. Annually, teachers will attend the institute.	Summer 2014 Funded by Title II-A
Integrated STEM Unit Planning STEM teachers will meet during the summer and collaborate to develop integrated STEM units of study that include essential questions, learning targets, scoring rubrics, timelines, and resources for student use. With the guidance of the CTAE supervisor and Instructional Coach, teachers will develop a planning schedule for future work sessions. If SIG is approved, the grant will fund stipends for future work sessions after hours or on Saturdays. The district CTAE director will budget for substitute teachers who may be used if planning occurs during the school day throughout the school year.	2014-2015 2015-2016 2016-2017
STEM Teaching Academy A different team of STEM teachers will attend the 4-day academy in July 2014 in Perry, Georgia. They will learn to fulfill the STEM goals of empowering students to become innovators and technologically problem-solvers, increase students' 21st century skills and technological literacy, and ultimately increase the number of students pursuing careers in STEM-related fields or post-	July 2014 Summer 2015 Summer 2016 Summer 2017

secondary STEM-related education/training. Teachers will also receive timely information regarding the STEM school certification process. Upon their return, they will redeliver to the faculty and an upcoming principals' meeting. During the summer of 2014, Race to the Top funds will be used to compensate teachers if the SIG has not been approved. Annually, a team of teachers will attend the academy funded by the SIG. STEM Forum In October 2014, a new group of teachers will participate in the STEM Forum in Athens, Georgia. The objective is to empower as many teachers as possible with first-hand, first-rate STEM training conducted by GADOE partner experts in the field. CTAE and SIG funds will be used. Annually, MHS will have participants in the forum.	October 2015 Fall 2016 Fall 2017

A5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.	
Actions: Monroe High School's Leadership Team is comprised of the administration, department chairs, instructional coaches, and the media specialist. Many of the team members also serve on the Standards-Based Instruction team whose duties include conducting focus walk observations to determine the quality of standards-based learning implementation. Team members also model best practices for teachers. During the summer of 2014, led by the instructional coaches, the team will participate in Solution Tree's free webinar entitled: ***Cultivating Teacher Development (Teacher Reflection)***. The purpose of the webinar training is to equip the leadership and standards-based team with essential coaching tools needed to support teachers as they engage in reflective teaching practices that allow them to more effectively answer questions like: • What will I do to establish and communicate learning goals, track student progress, and celebrate success? • What will I do to help students effectively interact with new knowledge? • What will I do to help students practice and deepen their understanding of new knowledge? • What will I do to help students generate and test hypotheses about	Timeline: Summer 2014

new knowledge? • What will I do to engage students? • What will I do to communicate high expectations for all students? Upon completion of the one-day webinar training, the team will use Robert Marzano's text, *The Art and Science of Teaching* to guide their team meetings and coaching conversations with teachers. This text will serve as an immediate, timely guide to be used as teachers and administrators complete the UDL training. Reading and Gifted Endorsement Training: Teachers will be encouraged to acquire a reading and/or gifted endorsement funded by SIG. This will ensure that each year up to 6 teachers will enhance their teaching capacity by participating in professional development targeting literacy and rigor, two of the most essential elements of CCGPS and GPS. Upon completion of the endorsement training, teachers will be awarded a $1500 incentive. Literacy and rigor are areas of concern at Monroe High School. While the literacy coach will work with teachers to embed the CCGPS literacy standards into their instructional programs, the school will benefit further from teachers who acquire more intensive and prolonged training.	SY15: Cohort 1 SY16: Cohort 2

A6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).	
Actions: Math Design Collaborative (MDC) Student performance in mathematics remains a persistently challenging obstacle at Monroe High. During the 2011-2012 school year, 60% of Math I students did not meet the standard and 72% did not in Math II. Similarly, during the 2012-2013 school year, 89% of Monroe's students failed Coordinate Algebra and 68% failed Math II. A sense of urgency is heard at the school and district levels as educators increase their efforts to arrest the poor performance of students. During the 2013-2014 school year, secondary math teachers received training in the Mathematics Design Collaborative to assist them in understanding and implementing the Common Core Georgia Performance Standards. With a focus on formative assessment lessons, teachers are learning to more effectively facilitate a team approach to student problem-solving. In 2014-2015, in partnership with SWGA RESA, MDC training will continue.	Timeline: 2013-2014 2014-2015

In October 2014, the district will enlist the technical assistance of the GADOE math content specialists to evaluate the math teachers at Monroe High School to determine their level of and proficiency in MDC implementation. If it is determined that school-based training is needed, SIG funds will be used to secure an external provider to provide more frequent and intense training. By SY16, MDC will be fully implemented as teachers: • Focus on student understanding of mathematical concepts • Allow students to have a productive struggle and make sense of math concepts • Determine which content and instructional strategies changes are needed to promote students' mastery of rigorous standards • Engage students in reasoning to increase their ability to think through math problems	2015-2016 2016-2017
Data Room Update: Mondo Pad and Color Copier SIG will be used to purchase a Mondo Pad Interactive Display to facilitate efficiency is accessing, aggregating, and disaggregating data. The copier will be used to print final data reports for teachers and administrators to share with parents and students.	2014-2015 2015-2016 2016-2017
Fund 2 Math Support Teachers SIG will fund two additional math teachers whose primary target group will be students in need of math support and remediation. The teachers will receive training on the math universal screener in order to diagnose students' needs. The math coach and district secondary math coordinator will model lessons and ensure the collaboration of the Math Support, Coordinate Algebra, and Analytical Geometry teachers. These teachers will develop units of study that correlate to those of the Coordinate Algebra and Analytical Geometry Teachers.	2014-2015 2015-2016 2016-2017
Universal Design for Learning According to the National Center on Universal Design for Learning, UDL removes the barrier of a one-size-fits-all curricula. "*In learning environments such as schools and universities, individual variability is the norm, not the exception. When curricula are designed to meet the needs of an imaginary 'average', they do not address the reality of learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for 'average'. UDL helps address learner variability by suggesting flexible goals, methods, materials, and assessments that empower educators to meet these varied needs."*	2014-2015 2015-2016 2016-2017

	2016-2017
Fund Literacy Coach To provide ongoing professional development to teachers in incorporating the Common Core literacy standards into the instructional framework. The coach will collaborate with the faculty to evaluate student achievement data, train teachers to use Lexile scores and assist them in identifying and developing appropriate literacy strategies. With an understanding of Lexile scores, teachers will be able to identify struggling readers, differentiate instruction, and access online resources to level the readability of various texts to improve instruction over time. Lexiles will also be used to identify the lowest quartile of students who will benefit from a reading support class. The district's secondary ELA and RTI coordinators will collaborate with the literacy coach to provide instructional resources. The coach will receive additional training from the UDL consultant to build capacity and sustainability.	2014-2015 2015-2016 2016-2017
INCREASE STEM PARTICIPATION AND INTEGRATE STEM EDUCATION: Persistently lagging student performance as well as student attendance concerns point to the need for more engaging units of study. When students provided input regarding their wish list for school, they indicated that they would like more engaging classes like science labs and group projects. The research certainly supports this inasmuch as students need learning opportunities to apply the foundational and higher order skills they acquire. Many unengaged students are simply bored, and therefore are less inclined to succeed. The foundation of standards-based classrooms is engagement; however, many teachers do not plan activities with student engagement in mind. According to one researcher, attention, relevance, confidence, and satisfaction are the four conditions necessary for a person to be motivated. Thus, getting students' attention must indeed occur first. Integrated units of study will be a powerful tool to engage students in relevant, problem-solving learning opportunities that have the potential to build their confidence and learn at a higher level. In so doing, students will take more responsibility for their learning as they participate in more hands-on project-based activities.	

Similarly, core area teachers will benefit as they collaborate with teachers of various content areas including CTAE. Their professional engagement with teachers of other disciplines will strengthen their cache of instructional strategies and resources which will have a positive impact on student achievement and student attendance.

Monroe High School is in need of the SIG to be used to fund the enhancement of the science department's laboratories, and in conjunction with CTAE funding, to enhance the Sports Medicine program, Law Enforcement Services pathway, Early Childhood Education, and the Engineering Drawing/Robotics programs. The objective is to put tangible resources in the hands of students that allow them to apply their knowledge acquisition as well as engage them on a much higher level of research and problem-solving, requisite skills for postsecondary success.

Science Labs

The science labs will be retooled with equipment, supplies, and materials for teachers to provide meaningful lab research and investigations. The Spring 2013 Biology EOCT pass rate was only 40%. The cell and evolution domains were the two where students scored the lowest. In Physical Science, the lowest scoring domain was chemical reactions. Additionally, courses where Student Learning Objectives are measured, such as Environmental Science and Chemistry will receive enhanced labs and resources as well. Because teachers have had very limited materials and resources for lab experiences, the STEM will be used to enhance the CCGPS curriculum.

Along with laboratory safety equipment and supplies, the SIG will be used to equip the labs with resources needed for the following science and STEM curriculum domains:

Biology:

- Health Science and Physiology

- Biotechnology
- Botany and Plant Studies
- Cell Biology and Genetics
- Classification and Evolution
- Microbiology
- Zoology and Dissection

Human Anatomy

Physical Science:

- Electricity
- Light and Optics
- Magnetism
- Mechanics

Environmental Science

- Air and Water Quality
- Alternative Energy
- Ecology and Environmental Issues

Chemistry

- Chemical Reactions (and chemicals)
- Consumer Chemistry
- Gas Laws
- Properties of Matter
- Structure of Matter

STEM

- Biotechnology and Genetic Engineering
- Applied Physics and Mechanical Engineering

Equipment will be added to the labs over the three year grant period. After the school's renovation is completed, a new science wing will house the new equipment during the 2016-2017 school year.

During the current year, the combined local and Perkins budget for the district's CTAE program totaled $384,798 for five middle schools, four high schools, and three alternative programs. At Monroe, the CTAE program is comprised of eleven teachers who had a combined annual supply budget of $13,300 during the 2013-2014 school year. STEM, and amalgamation of core and non-core instructional programs and CTAE will be an organized alliance of teachers who have the resources needed to more strategically engage students and prepare them to make informed decisions regarding the future postsecondary options.

The following is an overview of integrated units of study that Monroe High School teachers will collaborate to create unit plans and assessments. During the summer of 2014, teachers will begin developing comprehensive units aligned to the curriculum standards.

STEM Focus: Wellness, Weight Management & Rehabilitation

Sports Medicine

JROTC

Health & Physical Education

Anatomy

Early Childhood Education

Coordinate Algebra

Advanced Mathematical Decision Making

Year One: Students will focus on the process for basic assessment (i.e. vital signs, height, weight, etc.), monitoring, and reporting/recording patient/client's health status as well as analyzing and describing basic principles and concepts of rehabilitation. Students will gain hands-on experience while working with the county athletic department in local athletic events (taping, stretching athletes), participate in state track meets and shadow professionals in related sports/physical medicine careers. Students will also be immersed in professional development via job- shadowing, clinics and observations. Interdisciplinary lessons will be conducted with the Human

Anatomy instructor to expose students in the anatomy classes to hands-on opportunities for making the teaching and learning of anatomy relevant. The Coordinate Algebra teacher will guide students to discover possible linear associations between height, weight, wingspan, and vital signs, as well as compute and interpret the lines of best fit and the correlation coefficients of any linear fits that exist. Year Two and Three: Students in the Sports Medicine pathway as well as Anatomy and Physical Education classes will host taping and stretching clinics for the Health & Physical Education staff and community partners. During these sessions, students from the Advanced Mathematical Decision Making class will present research on the relationship between stretching and taping and the number of sports-related injuries. Establish a Student Wellness and Weight Management Center Year One: The SIG will allow the creation of a wellness and weight management center staffed by students under the direction of the sports medicine and human anatomy instructor. The center will focus on teaching students how to first evaluate how healthy they are (weight, height, BMI), developing a healthy eating and health habit plans, and placing that plan into action through physical activity and nutritional planning. Various machines will be used for physical activity (listed in budget section). Students will be introduced to the wellness and weight management initiative during their first year in the Introduction to Health Science Class and will continue throughout their pathway. Students will be required to develop various nutritional and dietary plans and learn about weight, height, and body-mass index (BMI) by taking each other's weight, height, skinfold measurements and calculating their partner's BMI. The students will use Body Fat Analyzers and Digital Beam Scales to figure BMI. Early Childhood Education students will learn how to prepare healthy meals, snacks and nutrition for preschoolers as well as appropriate exercises. Early childhood students will learn healthy eating for preschoolers via MyPlate activity sets and Childcraft Nutrition Package.	

Year Two: Physical activity will be required of students and will take place each Friday in conjunction with the JROTC department. Students will work out in the wellness and weight management center and will promote health and wellness habits and weight management by collaborating with JROTC, Health and Physical Education, Faculty and Staff, and partnering middle and elementary schools. Students will participate in the STEM summer camp and clinics with school and community stakeholders and will launch a school wide health initiative. Community stakeholders will be invited to become members of an advisory board specifically to take the initiative from the schools into the community. Early Childhood Education students will expand their existing relationship with the community Head Start Program to teach healthy living. They will work with the middle school agriculture students to utilize the greenhouse and build and plant a garden. Utilizing child-sized tools, students in the Early Childhood pathway will introduce the Head-Start students to gardening and elementary science concepts. The harvested produce will be utilized to share fresh vegetables and herbs with the school nutrition program and to prepare healthy meals for preschoolers who will begin to understand the life cycle of plants. Early childhood education students will conduct summer camp for preschool to elementary aged students introducing them to healthy meals, snacks and nutrition for preschoolers as well as appropriate exercises and play activities. As part of introducing healthy living to students in the early childhood education pathway, *Realcare* computerized babies is a technology that will be used to introduce afflictions that affect young children such as Shaken Baby Syndrome, Fetal Alcohol Syndrome, and Drug Affected Syndrome. They will learn how these illnesses are manifested and how to avoid the traumas in their own lives. They will also learn how to respond to and take care of children who display these syndromes. *STEM Focus:* Increasing Participation of Non-traditional Populations *Advanced Mathematical Decision Making*	

Engineering & Technology

Drawing & Design

Physics

Construction

Computer Science

Marketing

Business

JROTC

Monroe High School will follow Georgia Department of Education's *approach to providing opportunities in science, technology, engineering, and mathematics (STEM) fields via an integrated curriculum (as opposed to science, technology, engineering, and mathematics taught in isolation) that is driven by problem solving, discovery, exploratory project/problem-based learning, and student-centered development of ideas and solutions. The saturation of technology in most fields means that all students – not just those who plan to pursue a STEM profession – will acquire a solid foundation in STEM and become productive members of the workforce (Stemgeorgia.org). STEM will be integrated throughout the school through: STEM Project, Problem, or Place-Based Education, integrated STEM instruction, industry mentorships, increasing rigor and relevance in STEM Increasing certifications, business/community/post-secondary partnerships*. (Georgia STEM website reference).

Year One: After the implementation and evaluation of some of the integrated instructional units, the district STEM-related staff will request technical assistance from the GADOE STEM program specialist in an effort to determine the school's readiness to pursue STEM certification. Students will be engaged in hands- on, interdisciplinary projects that focus on solving real-world problems and based on community partnerships. Students' interest in STEM will be cultivated by focusing on students' hobbies in design, gaming, drawing, building, etc. Interdisciplinary instructional units will help students to actualize STEM concepts through programming, sketching, rendering, applications and real-life scenarios. Designs will

come to life in the form of 3-D models, robots, framed houses, and other real-life, real-place activities. Engineering students will present their ideas through competitions, TED talks and sales pitches. Marketing education students will design professional displays and marketing campaigns. Drawing & Design and Construction students will see their projects come to life through the building of a "Tornado City" project with scaled houses and streets. Design students will use the 3-D printer and MakerBot to make moving carnival rides, automobiles and other models for the city project. Physics, advanced mathematical decision making, construction, computing and engineering students will work together in programming and building robots. Marketing students will design the logos for the robots and cases. In addition, students and teachers will immerse themselves in professional development via conferences, workshops and STEM festivals. Air Force JROTC students will study flight via flight simulation. JROTC students study the science of flight as part of their curriculum. Currently, the flight simulators are small computer monitors. Having the ability to actually step into a cockpit will greatly expand the students' exposure to a realistic but simulated experience. They also study weather in the JROTC curriculum and the addition of the wind tunnel, weather station and remote-controlled drone airplanes will add additional components to the learning experience. Year Two: Year two students will not only participate in competitions, but they will host competitions and camps. Marketing students will promote and publicize the work of the STEM Academy and contact alumni for an Alumni Day to promote STEM education. They will keep the school updated about STEM events on the digital signage located throughout the school. Business students will write blogs and assist the STEM students with podcasts to promote STEM. Entrepreneurship students will create T-shirts with the direct to garment t-shirt maker for the robotics team and build collegiality within the school. There is a great amount of mathematical concepts involved in operating a business. In the Entrepreneurship school based enterprise, students learn how to figure cost, mark-up, profit-loss, inventory and other relevant mathematical operations. Marketing and Entrepreneurship students will assist in fund-raising and recruitment of the programs for sustainability. Design students will design and create promotional items for sale to assist with the cost of student travel	

to robotic competitions.

STEM Focus: Environmental Sciences

Environmental Science

Biology

Middle School Agriculture

Construction

Year One

There are many jobs in construction in the Albany area. However, many students are not opting to enroll in the construction pathway because they do not understand the viability of a career in construction. The previous instructor was not well-suited for the teaching experience and as a result, many students lost interest in the construction pathway. The current teacher is a former Job Corps instructor who has the ability to take the program to the next level. The SIG can be used to add appeal and revive the construction program in meaningful ways. Monroe High School has fish tanks that were a part of the now defunct Agriculture program. This is an awesome opportunity for the environmental sciences department. Construction students will evaluate the tanks to determine what is needed to restore the tanks. The construction teacher raises fish as a hobby and therefore can assist the environmental science teacher in setting up the tank. CTAE funds will be used to evaluate and restore the tank. Students in the environmental science class will research to determine which fish will thrive best and identify the necessary tools and supplies. With the focus on both aquaculture/hydroponics and healthy living, construction students will spend part of their time between repairing the tanks and erecting the gardens. They will use the electronic reflector-less surveying system to survey the site for the student gardens.

Year Two

The grant will allow students in the environmental sciences and biology to take advantage of fish tanks that were formerly used by the previous agriculture program to study activities on anatomy of fish, clams, and shrimp/crawfish, and an activity to demonstrate different feeding methods used by fish. They will learn concepts such as the concepts of water, how to classify the characteristics of ectothermic animals,

evaluates the feed-conversion efficiency of fish, investigate the physical characteristics of water and its relationship to fish production, estimates fish populations in production operations by scientific sampling, measures and adjusts water pH as it relates to fish growth and development, describes how fish attain oxygen, explains how oxygen is dissolved into and depleted from water and tests pond and river and other water for dissolved oxygen levels.

STEM Focus: Forensics & Community Response

Law Enforcement

Social Sciences

Year One: Students in the Law Enforcement pathway have already established partnerships with local judges, the law enforcement personnel at both the City of Albany and Albany State University. As a result they have experienced several professional development opportunities, including the Teen Police Academy with the City of Albany, active shooter training at Albany State University, and working with a local judge to develop a student tribunal to hear and resolve minor disciplinary infractions through a student court held on campus. In addition, students in the Law Enforcement pathway have partnered with students in the social studies department. In one major collaboration, students in the social sciences paired with students in the law and justice pathway to take a trip to Atlanta in the *Journey Through Justice Program* where they collaborated on a mock trial and received accolades from the Bar Association. The SIG will allow these students to have onsite leading edge technology such as the small arms training system. Students in law enforcement will utilize the small arms training system to learn to react to different situations that police officers confront on the job.

The Author Pro Scenario Developer can be used to script, create and film scenarios. 911 Desktop Academy dispatch equipment will be used to train students in dispatch services. Students can earn a credential after requisite training. Scene Guard Cover Tent will enable forensic students to work on the crime scene away from the elements. It can also be used to teach students how and where police officers catalogue, identify and evaluate injured persons during an incident.

Year Two: With the assistance of community response teams, law enforcement students will participate in an instructor-led active threat drill training program designed to instill within students the knowledge, skills, abilities, and mindset necessary to successfully respond to an active threat event. They will utilize dynamic interactive drills and scenario-based training to develop necessary proficiency. Law enforcement students will cover tactical subject matters such as individual and team movements and operational formations, focusing on the roles and responsibilities of responding officers. They will assume different roles within law enforcement such as dispatch, detectives, forensic experts, and policemen to provide duties such as crowd control, managing the crime scene, investigations, negotiations, search and arrest. STEM skills such are embedded in the activities of identifying blood splatter patterns, measuring speed and velocity of bullet trajectory, calculating time of death, and collecting evidence. Community stakeholders will serve as evaluators, teachers and mentors in carrying out the drill. This has been proven successful at Albany High School where the SIG added a great deal of technology to this pathway. In just one year, the program has grown to over 187 students at Albany High. Monroe High students are excited about the potential for SIG to provide the added technology.

STEM Focus: Interdisciplinary Research

Marketing Education

Business Education

English Language Arts

Social Sciences

Science

Marketing Education, Business Education and English Language Arts can utilize digital video cameras to document as they conduct market research for continuous recruitment into the STEM pathways. In fact, all pathways whether academic or career includes research in its curriculum. Students will present this research via TED talks, poster talks, table talks, blogs, documentaries, docudramas, digital re-enactments, presentations to professional panels, social media or through other means. Students in the Business Education pathways will work in tandem with their

academic teachers to create blogs, podcasts, video diaries, and digital portfolios to document their interdisciplinary research or other school projects.

STEM Focus: Increase the Percentage of Students Enrolled in Advanced Placement and Dual Enrollment Courses.

As the Monroe High faculty engages in professional learning to improve teacher instructional practices, the administration will determine when to initiate a focus on increasing the percentage of students enrolled in AP or dual enrollment courses. By year two of the SIG, the staff will implement a comprehensive plan which includes middle school and high school teachers collaborating to identify eighth grade students who have the potential to excel in AP our dual enrollment courses. Monroe High will conduct a Summer Math Acceleration Camp for entering freshmen to prepare them for the accelerated math pathway which leads to advanced placement and dual enrollment. After their 10th grade year, students will participate in a pre-AP camp for students who will be enrolled in an AP course during the following year of high school.

Media Center STEM Resources:

The media specialist recognizes her role in providing STEM-related resources to support students and teachers who will enlist her assistance in identifying researched-based resources to be used in planning and teaching STEM instructional activities. Students will need access to a variety of resources to complete integrated assignments, research-based projects and problem-solving tasks.

SIG funds will be used to acquire STEM-related reference books, a variety of e-books, a printer for student use, and audio-visual equipment.

STEM Software:

SolidWorks Education Edition Software

Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. Solid Works Software is the complete CAD teaching tool. It was recommended by the advisory committee and by Albany Technical College.

A7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of all students and student subgroups.	
Actions: As a Priority school requirement, Monroe High effectively tracks student grades, attendance, and discipline as well as teacher attendance and TKES status. The March 2014 GAPSS summary report acknowledged the school's data room which includes current learning targets and students' progress data. The report also noted the need for increased utilization of assessment data to inform instruction. As such, the district's instructional data specialist will equip teachers with a data analysis protocol to be used during collaborative planning to guide the discussion of student assessment results at the standard and domain levels. Data teams (teachers who teach the same course) will analyze student data after each unit assessment and discuss strategies for re-teaching standards that students have not mastered. The district's instructional data specialist (IDS) will provide guided training on SLDS and equip the administrators with strategies to monitor teacher usage of SLDS. Specifically, teachers will learn how to access attendance data, Lexile scores, performance data, and become familiar with the multitude of resources available through the Teacher Resource Link. The instructional data specialist will also collaborate with the school-based school improvement specialist to schedule data training sessions with GADOE content specialists who serve the SW Georgia region. The school improvement specialist will collaborate with teachers to determine the most effective strategies. Similarly, other department chairs will work with the instructional coach to facilitate similar data analysis in the other core areas. After the aforementioned assessment platform training has resulted in teachers' utilization of the platform to develop unit assessments, teachers will be called on to present their unit assessment and STEM unit project data during the monthly SIG/Priority school monitoring. SIG will pay for substitutes to cover teachers' classrooms on monitoring days in 20 minute segments such that during the 2-hour monitoring visit, a minimum of four (4) data teams will discuss: • the types and effectiveness of formative assessments used during the unit of study to gauge student understanding of the standards • instructional strategies used when students misunderstood the content • the assessment development process	Timeline: 2014-2015 2015-2016 2016-2017

• assessment results analysis • post-assessment re-teaching strategies • identification of teaching strategies that may have resulted in greater student assessment performance • students' ownership of their learning targets	

A8. Establish schedules and strategies that provide increased learning time for all students (defined as 300 hours of additional time devoted to instruction for all students, teacher planning and collaboration, and remediation). Please describe how the school will provide at least 50 hours of instruction (through a longer day, week, or academic year) for all students and how the remaining 250 hours will be divided between teacher planning and collaboration and remediation.

Actions:

In preparation for the potential SIG (1003a) opportunity, at the beginning of the current school year, the administration began the process of transforming the instructional day by adding 30 hours of increased instructional time from 5.83 hours to 6.02 hours of instructional time. The proposed SY15 schedule will result in an increase of 52 hours from the beginning of SY14 or 6.23 hours of daily instruction.

Proposed 2014-2015 Bell Schedule

Period		Minutes	
1st Period	8:40—9:36	56	
2nd Period	9:41—10:35	54	
3rd Period	10:41—11:31	50	
4th Period	11:36—1:18	52	
1st Lunch	11:31 –12:21		
2nd Lunch	12:28—1:18		
5th Period	1:25—2:19	54	
6th Period	2:24—3:18	54	
7th Period	3:24—4:18	54	
Total Minutes Per Day		374	180 Day Calendar

2013-2014 Bell Schedule

Period		Minutes
1st Period	8:45—9:41	56

Timeline:

2013-2014

Increased the instructional time by adding 32 hours of instruction.

2014-2015

Increase the instructional time by adding 52 hours of instruction.

2nd Period 9:46—10:37	51		
3rd Period 10:44—11:35	51		
4th Period 11:40—1:20	50		
1st Lunch 11:35--12:25			
2nd Lunch 12:30—1:20			
5th Period 1:27—2:16	51		
6th Period 2:21—3:12	51		
7th Period 3:19—4:10	51		
TOTAL MINUTES PER DAY	361	178 Day Calendar	
2012-2013 Bell Schedule			
Period	Minutes		
1st Period 8:45—9:35	50		
2nd Period 9:40—10:30	50		
3rd Period 10:35—11:25	50		
4th Period 11:30—1:15	50		
1st Lunch 11:30--12:25			
2nd Lunch 12:30—1:25			
5th Period 1:20—2:10	51		
6th Period 2:15—3:05	51		
7th Period 3:10—4:00	51		
TOTAL MINUTES PER DAY	350	177 Day Calendar	
The poor performance of our students on EOCTs will be targeted in more than one manner during the upcoming school year in order to meet the needs of our students who need scheduling options. Given that only 11% of our 9th graders and none of our special needs students passed Coordinate Algebra last year, we will continue to explore various measures to help our struggling students. APEX software will be used. Additionally, only 32% of last year's 10th graders passed and none of our special needs students. Similarly, we have not had success with Advanced Placement courses and exams. Classes are small, many students do not take the exam, and for those who do, success is illusive. During last school year, of the 7 students who sat for an AP exam, none made a 3 or higher. The SY12 school year			Begin: August 25, 2014

had more AP exam test takers in that 43 took the exam, but like SY13, none scored a 3 or higher. Title II-A will fund professional learning for our teachers who are in need of retraining to incorporate rigor into the learning environment.	
Student intervention criteria will include previous performance in core content subjects and on state assessments (CRCT and EOCTs), current grades, reading Lexiles, Carnegie units and credit recovery needs. The instructional staff, graduation coach, and counseling staff will work with parents to prioritize the academic intervention needs of students throughout the school year, in an effort to assist them in acquiring the skills and credits needed for students to graduate with their cohort group. The administration will use teachers' student achievement data, and teacher observation results to identify the most qualified teachers to provide interventions for students.	
In addition to EOCT-related remediation, we will provide Saturday School for AP students, a STEM Camp for our rising 9th graders and an AP Camp to target rising 9th graders who have been successful in accelerated math at the feeder middle school. This will allow our staff to better prepare them for future AP courses.	2014-2015 2015-2016 2016-2017
AFTER – SCHOOL CCGPS Remediation	
4 Teachers x 1 Hour x 4 Days per week x 32 weeks = 512 Hours	
2 Coordinate Algebra and 2 Analytical Geometry teachers will teach after school for one hour to shore up our students' math skills based on grades and previous EOCT results.	
SATURDAY SCHOOL:	
8 Teachers x 4 Hours x 32 Weeks = 1024 Hours of Remediation and SAT/ACT Preparation	
In SY15, Saturday School will be used to meet the needs of students who have been unsuccessful on EOCTs and those who would like to prepare for the SAT and/or ACT. The APEX Learning System's digital content will be used for remediation and credit recovery. The district has used APEX previously for these purposes. The administration will assign a facilitator to monitor student progress and contact parents with updates regarding students' APEX progress.	2014-2015 2015-2016 2016-2017
2 Math Teachers: EOCT Coordinate Algebra and Analytical Geometry	
2 Math Teachers: CRCT Remediation for 9th Graders who have entered high school without the foundational math skills needed for success	
1 Teacher: Students with Disabilities who need math support	
1 Teacher: Economics students who have struggled on previous assessments will be targeted to provide support prescriptively.	2014-2015
2 Teachers: SAT/ACT Preparation	2015-2016 2016-2017

SUMMER STEM and AP POTENTIAL CAMP

6 Teachers x 5 Hours x 10 Days = 50 Hours

STEM Camp: 4 Teachers will promote STEM and allow our rising ninth graders to become STEM literate before the school year begins. This will also allow Monroe High to provide high-achieving students the opportunity to stay in their home school rather than pursuing STEM at another local school. Providing gifted students with a choice is important if we are to increase our student achievement overall. Our older high school students will mentor the ninth graders to encourage them to get the most from their high school experience and enroll in more rigorous courses in preparation for college. They will facilitate the building of a small robot.

AP Camp: 2 Teachers will promote Advanced Placement courses and dual enrollment by engaging rising 9th graders in higher-order, problem-solving activities. Again the objective is to ultimately provide our brightest students with a clear path to success and college readiness.

3rd PERIOD SKILLS Class:

Students will continue to participate in the ACT/SAT Prep class during 3rd period. During this time, many students are enrolled in support classes or they are able to participate in a program of study for enrichment or exploration like CTAE if they are on track to graduate.

COLLABORATIVE PLANNING:

77 Teachers: 2 hours per week x 36 weeks = 72 hours

Teachers will plan collaboratively two times each week. One meeting will be with their data team to plan standards-based lessons, develop unit assessments, analyze unit assessments, and share best practices. The instructional coaches and administrators will participate in the meetings. Additionally, one meeting will be a departmental planning opportunity for teachers to review unit plans, conduct vertical conversations regarding the curriculum, and analyze departmental data

Standards-Based Instruction Team Teachers:

20 Teachers: 1 hour per week x 36 weeks = 36 hours

The team will meet weekly from 4:30 -5:30 to plan mini-professional learning activities to support teachers in implementing standards-based practices. Using the text, Robert Marzano's *The Art and Science of Teaching* as a framework, the team will also plan focus walks, summarize the data, and evaluate teacher practices in a clinical format.

STEM UNIT PLANNING SATURDAYS (9:00-12:00)

20 Teachers: 3 hours x 15 Saturdays = 45 hours

Teachers will plan STEM units of study after they have received STEM training. In so doing, teachers will be able to develop integrated units that allow students to explore the relationships that exist among the various curricular standards in multiple content

areas. With a goal of improving relevance and engagement, our teachers are committed to transforming the learning environment for students. STUDENT INCENTIVES The school is committed to motivating students to excel during the regular school day and during ILT. To incentivize student success as determined by improvements in academic and behavior, the SIG will be used to fund a Poster Maker/Awards Die Cutter the staff will use to create student recognition posters and awards. Students who show continued progress will be allowed to design their poster and see it on display in the hallways. The awards maker will be used to create recognition plaques and trophies at the end of a semester or school year. The faculty will also have available jump drives to distribute to students as students are acknowledged for their hard work and persistence.	

A9. Partner with parents and parent organizations, faith- and community- based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.	
Actions: Monroe High School currently benefits from several community partners including: Albany State University's Center for African American Males provides mentors for 20 9th grade students Victory Tabernacle Church Foundation donates school supplies to students as well as teachers The Albany Police Department hosts the Teen Police Academy for Monroe's Law and Justice program students Habitat for Humanity partnered with the Law and Justice program to build beds and a peer court Proctor and Gamble currently sponsors career day speakers and a tour of the facility for students interested in engineering. Monroe High School will elicit the company's support in the planning and implementation of STEM Week as well as the Summer STEM Camp. Monroe High will also place greater emphasis on partnering with several construction companies like Boyd Construction and Reese Construction to support its STEM center as well as Buckley and Buckley Architectural Firm. The school district is in partnership with all community post-secondary institutions including Albany Technical College (ATC), Albany State University, and Darton College. Monroe High School is strategically located in walking distance to ATC and will pursue greater interactions with the technical college for support of the schools' Robotics Team. Monroe High would like to begin a	Timeline: 2014-2015 2015-2016 2016-2017

STEM Club with the support and expertise of ATC staff and students. Monroe High School will use SIG (1003g) to expose students to a variety of STEM-related careers at the local Marine Logistical Base, Proctor and Gamble, ATC, The administration believes it essential to give students an opportunity outside of the Albany community to better expose them to the vast majority of STEM universities and opportunities elsewhere. If approved, grant funds will be used to provide students with tours of at least one of the following universities: Tuskegee University, Georgia Institute of Technology or Southern Polytechnical University. While Monroe High benefits from a considerable amount of community support, its charge will be to encourage more parents to participate in non-athletic activities. The extant community pride is a function of Monroe's historical status in the county, as well as the success of its athletic programs. As a school focused on improving teaching and learning, Monroe will use the STEM-centered activities to leverage greater parent and community participation. The administration and parental engagement facilitator will train students to use and embrace the language and objectives of a STEM education, thereby, allowing students to become academic ambassadors for the school. As STEM evolves into the school culture, more parents will understand their vital role in participating in the academic activities designed for them to support their children. Thus, during SY15 and beyond, students will take a greater role in the school's effort to improve parental involvement.	2014-2015 2015-2016 2016-2017

A10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	
Actions: Monroe High School can anticipate district support of its need for operational flexibility as it has currently. The administration was able to modify its daily schedule to include two additional periods to support student achievement, and will have the support of the district to revise the schedule to increase the school day per the SIG guidelines. To improve student achievement outcomes, SIG will be used to fund: 2 Certified Math Support Teachers to provide intervention and remediation for struggling students in an effort to help students get on track in their math sequencing for graduation. Assess students often to determine progress and plan collaboratively with Coordinate Algebra and Analytical Geometry Teachers to meet the needs of students. School Improvement Specialist to lead the SIG-Priority school activities required of the School Improvement Grant (1003g), ensure that implementation of practices occur with fidelity, and maintain appropriate and	Timeline: 2014-2015 2015-2016 2016-2017

timely documentation in Indistar. Organize school improvement team tasks, data and departmental team school improvement planning and collaboration. Lead the school's data analysis of student and staff progress. Work closely with the instructional coaches to support teachers. 1 Literacy Coach who will provide teachers with essential reading strategies for struggling readers and partner with the Instructional Coach to support teachers' training and implementation in Universal Design for Learning principles. The Literacy Coach will train teachers to embed the Common Core Literacy Standards into the instructional framework and support the work of the STEM teams to identify and teach students the academic vocabulary within the content areas and develop a list of common vocabulary across the disciplines. Accounts Administrative Assistant to manage the volume of ordering, labeling, and disbursing of SIG-funded resources and to maintain an accurate inventory. The assistant will develop a filing system to maintain and organize the extensive professional learning and increased learning time documentation including: Agendas, sign-in sheets, meeting summaries, timesheets The assistant will work closely with the principal, school improvement specialist, district SIG fiscal analyst and RT3/SIG program manager to ensure accurate recordkeeping of SIG-funded activities. The assistant will be evaluated by the principal and grant program manager. SIG Program Manager: (@ 50% during Year 2 and 3) To ensure consistent administration and monitoring of the grant. The manager is paid from the RT3 grant through FY15.	2015-2016 2016-2017

A11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	
Actions: Monroe High School will receive ongoing technical assistance from the districts' SIG Team, district curriculum staff including the instructional data specialist, secondary RTI coordinator, high school instructional specialist, secondary content coordinators, the GADOE's District Effectiveness Team and SW Georgia Region School Improvement Team. Additionally, external providers will be needed for comprehensive training in UDL, assessment development, and STEM Instructional Practices. More specifically, on May 1, 2014, the curriculum department conducted an	Timeline: 2014-2015 2015-2016 2016-2017 May 1, 2014

initial planning meeting with the Priority school teams to discuss the support needed to fulfill the GAPSS target actions and to prepare for the SIG Cohort 4 activities. Given that most of the target actions are in curriculum, instruction, and assessments, increased technical assistance will be provided to ensure the completion of the target actions. For example, content coordinators will provide cycles of 3-5 days of uninterrupted support as they train, model, and monitor professional learning. Along with the school's administrative and leadership teams, external providers, and SIG Team, the curriculum staff will coordinate the required grant activities. On May 27 and 28, 2014 the curriculum department will meet with the GADOE's District Effectiveness Team to discuss assessments, professional learning, curriculum needs, hiring practices, and support of underperforming schools. Suggestions from the meetings will further inform the support the LEA provides the Priority schools. On June 4, 2014, the second curriculum planning meeting will be conducted to organize the SIG activities, establish duties and responsibilities, and develop schedules to ensure appropriate implementation and monitoring of the Cohort 4 SIG activities. Meeting attendees will include: Assistant Superintendent, Curriculum and Instruction Monroe and Dougherty High School Administration and Leadership Team Members Secondary Content Coordinators: ELA, Math, Science, Social Studies LEA SIG Team Members: HR Director, Title I Director, Secondary RTI Coordinator, Instructional Data Specialist, High School Instructional Specialist, and RT3/SIG Program Manager Available GADOE District Effectiveness and/or SW Georgia School Improvement Team Members The MHS administration and school improvement specialist, SIG Team, and curriculum department will provide the organizational structure for monitoring the implementation of activities in the grant. The June 4 planning meeting will result in a specific detailed plan of the monitoring of SIG-related activities. The SIG program manager, with the support of the assistant superintendent for curriculum and instruction, has the ultimate responsibility of ensuring the effective coordination, planning, implementation, and completion of activities.	May 27-28, 2014 June 4, 2014 (Additional dates TBD at this meeting.)

B. Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.	
Actions: STEM professional learning will begin during the summer prior to grant approval. CTAE and RT3 funds will be used to ensure teachers have the opportunity to participate in critical training during June and July if the SIG has not been approved.	Timeline: Summer 2014

C. Align additional resources with the interventions.	
Actions: The following district resources support the Transformation Model at Monroe High School: Mathematics Design Collaborative Literacy Design Collaborative Response to Intervention Universal Screeners for Reading and Math Assessment platform with item banks Technology Infrastructure Transformation 1 to 1 Technology: [In the Planning Stage: Will not impact high schools during SY15 and possibly SY16]	Timeline: Throughout Grant Period and Beyond

D. Modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively.	
Actions: No district practices or policies will need to be modified. The district leaders have committed to ensuring the success of Monroe High's implementation of the reform interventions.	Timeline:

E. Sustain the reform after the funding period ends.	
Actions: Sustainability conversations occur monthly in Dougherty County. As we are preparing to close end the grant at our SIG Cohort 2 school, our	Timeline: Monthly review of district needs and

sustainability plan will be similar for Monroe High School. STEM Professional Learning: CTAE and Title II-A funds will be used. STEM Equipment and Instructional Resources: CTAE, Title I, and general funds will be used. The district will also pursue federal and state STEM grant funding. Apex Digital Curriculum for Credit Recovery and Remediation: Will be sustained through *SIG 1003a* and monitored by the Title I staff. Curriculum Alignment/Assessment Development: If support is needed, Title II-A funds will be available. UDL, MDC, LDC: The instructional coaches and administrators at Monroe will have a thorough understanding of these important standards-based instructional strategies. The training will ensure capacity is developed among the faculty. Increased Learning Time: Title I and Title II-A funds will be available to compensate teachers for providing students with additional instructional support outside the school day. 2 Math Support Teachers: If students are still in need of support teachers, Title I or local funds will be used to sustain the positions. School Improvement Specialist and Literacy Coach: Title I funds will be used to sustain the positions after the grant period ends. Accounts/Administrative Specialist: The position will not be needed after the grant period ends. Signing Bonuses: The LEA will sustain signing bonuses for teachers of critical content areas at Priority and Focus schools.	sustainability efforts will continue to occur during the collaborative budget meetings that include: Executive Director of Finance, Asst. Supt. Of Curriculum/Instruction, Title I, Title II-A , and Technology Directors, and RT3/SIG Program Manager

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

Annual Goals: The LEA must establish annual goals for student achievement on the State's assessments in both Reading/English Language Arts and Mathematics to be used to monitor Priority schools. Write the annual goals below.
Reading/English Language Arts
2014-2015 School Year 88.1%/91.8% State Targets 9th Grade: 75% of 9th grade literature students will pass the EOCT. This will be an increase of 7 percentage points. 11th Grade: 85% of American Literature students will pass the EOCT. This will be an increase of 4 percentage points.
2015-2016 School Year 89.6%/92.8% (State Targets) 9th Grade: 83% of 9th grade literature students will pass the EOCT. This will be an increase of 8 percentage points. 11th Grade: 89% of American Literature students will pass the EOCT. This will be an increase of 4 percentage points.
2016-2017 School Year 91.1%/93.9% (State Targets) 9th Grade: 91.1% of 9th grade literature students will pass the EOCT. This will be an increase of 8.1% points. 11th Grade: 93.9% of American Literature students will pass the EOCT. This will be an increase of 4.9 percentage points.
Mathematics
2014-2015 School Year 53.0% (State Target) Coordinate Algebra: 40% of Coordinate Algebra students will pass the EOCT. This will be an increase of 29 percentage points. Analytical Geometry: State target needed
2015-2016 School Year 60.8% (State Target) Coordinate Algebra: 58% of Coordinate Algebra students will pass the EOCT. This will be an increase of

18 percentage points. Analytical Geometry: State target needed
2016-2017 School Year 68.7% (State Target) Coordinate Algebra: 68.7% of Coordinate Algebra students will pass the EOCT. This will be an increase of 10.8 percentage points. Analytical Geometry: State target needed
Cohort Graduation Rate (High Schools Only) STATE: 78.3% , 81% , 83.7% (State Targets)
2014-2015 School Year: The cohort graduation rate will be 70%. This will be an increase of 5 percentage points.
2015-2016 School Year: The cohort graduation rate will be 76%. This will be increase of 6 percentage points
2016-2017 School Year: The cohort graduation rate will be 83.7%, thereby meeting the state's 2017 target.

Year 1
FY15 July 1, 2014 – June 30, 2015

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

Intervention Model: Transformation

	Budget Template Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – http://www2.ed.gov/programs/sif/sigguidance02232011.pdf regarding allowable expenditures.

Function Code	Object Class		Item Description and Rationale	Costs	
	100	Personal	2 Math Teachers: Support classes	91,400	
		Services	Literacy Coach: Provide PL for teachers to embed CC Literacy Standards	48,700	
		(Salaries)	School to Career Transition Specialist @ 50%: Serve as liaison between two SIG schools tracking students' progress	17,500	
			School Improvement Specialist: Organize school improvement work in a SIG-Priority School environment and document Indicator status in Indistar as process manager	75,000	
			SIG Accounts Clerk: Place SIG orders, develop a filing and inventory system for all equipment, and maintain accurate PL documentation, including timesheets	25,000	
			After-School Remediation 4 Teachers: 1 Hour x 4 Days Per	15,872	

			Week (up to $31/hour) X 32 Weeks		
			Saturday School 8 Teachers: 4 Hours x 32 Weeks (up to $31/hour) To meet the needs of students who have not mastered math and social studies standards	31,744	
			Summer STEM and AP Camp: 6 Teachers: 5 Hours x 2 Weeks (up to $31/hour) To accelerate rising 9th graders who have the potential to do advanced studies in high school.	9,300	
			Standards-Based Instruction Team (up to $31/hour) 20 Teachers: 1 Hour x 36 Weeks To equip the team with time needed to plan for teacher support activities like focus walks and modeling instruction	22,320	
			STEM Unit Planning Saturdays 20 Teachers: 3 Hours x 15 Saturdays (up to $31/hour) To develop integrated units of study.	27,900	
			Bus Driver: After School Remediation Saturday School	7,000	
			Substitutes: For Math Teachers, UDL Training, Standards-Based Teams Focus Walks, PL	8,000	
			Incentives/Rewards: Reward student achievement gains including graduation rate; Reward TKES, LKES; Signing Bonus Critical Needs Teachers Up to 8 8 x 1500 = $12,000	93,500	Object Total
					$ 473,236
	200	Employee Benefits			
		210	SHealth	62,370	
		220	FICA	35,897	
		230	TRS	28,287	
		260	WCOMP	3,475	
		290	LIFE INSURANCE	138	
					Object Total
					$ 130,167

	300	Purchased	UDL Consultant: To provide teachers with focused, differentiated instruction and systemic training to meet the needs of all learners	55,000	
		Professional	Curriculum/Assessment Development: Math, ELA, Science, Social Studies: To Improve the Quality of Teacher Designed Unit Assessments	60,000	
		& Technical Services	Math Design Collaborative: Provide additional training in Mathematical Standards of Practice to improve instruction.	30,000	
					Object Total
					$ 145,000 -
	500	Other	STEM Teaching Academy: 8 Teachers STEM Forum: 4 Teachers STEM Institute: 8 Teachers Summer Summit: 6 Teachers To equip teachers with STEM training to impact student engagement and achievement.	15,000	
		Purchased			
		Services			Object Total
					$ 15,000
	600	Supplies			
		610	SIG Staff Supplies, PL Supplies and Materials , Data Room Supplies, Poster-Maker/Die Cutter Materials	15,000	
		612	Software: APEX for Remediation and Credit Recovery; STEM e-books	40,000	
		615	Equipment: Science Lab Refresh: $161,000 CTAE Enhancements: $10,955 Data Room Copier: $4000 Jumpdrives: $3000	178,955	
		616	Computers: Dell Ultrabooks for SIG Funded Teachers, Literacy Coach	8,250	

			SIG Accounts Clerk, and School Improvement Specialist 5 x $1650		
		2700/620	Fuel Costs: After School and Saturday School ILT	6,000	
		642	Books STEM: Media Center PL Book: The Art and Science of Teaching	5,000	Object Total
					$ 253,205
	700	Property	Science: 3D AV Rover	15,200	
		(Capitalized	CTAE: Program Enhancements in Pre-Engineering, Sports Medicine, Early Childhood, Law Enforcement $82,000	82,000	
			Student and Faculty Incentives: Poster-Maker Die Cutter	15,000	
			Data Room: 70 inch Mondo Pad, Interactive Data Display: To	12,000	
		Equipment)			Object Total
					$124,200
	800	Other	STEM Registration Fees: Professional Learning Reading and Gifted Endorsement Registration Fees: To equip teachers with skills needed to improve student achievement	15,000	
		Objects	Indirect Costs @ 2%	20,632	
					Object Total
					$ 35,632
	900	Other			
		Uses			
					Object Total
					$ -
			Year 1 School Total		$1,176,440

Year 2
FY16 July 1, 2014 – June 30, 2015

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

Intervention Model: Transformation

	Budget Template Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – http://www2.ed.gov/programs/sif/sigguidance02232011.pdf regarding allowable expenditures.

Function Code	Object Class		Item Description and Rationale	Costs	
	100	Personal	2 Math Teachers: Support classes	91,400	
		Services	Literacy Coach: Provide PL for teachers to embed CC Literacy Standards	48,700	
		(Salaries)	School to Career Transition Specialist @ 50%: Serve as liaison between two SIG schools tracking students' progress	17,500	
			School Improvement Specialist: Organize school improvement work in a SIG-Priority School environment and document Indicator status in Indistar as process manager	75,000	
			SIG Program Manager: Grant Administrator-Monitor @ 50%	53,500	
			SIG Accounts Clerk: Place SIG orders, develop a filing and inventory system for all equipment, and maintain	25,000	

			accurate PL documentation, including timesheets		
			After-School Remediation 4 Teachers: 1 Hour x 4 Days Per Week X 32 Weeks (up to $31/hour)	15,872	
			Saturday School 8 Teachers: 4 Hours x 32 Weeks (up to $31/hour) To meet the needs of students who have not mastered math and social studies standards	31,744	
			Summer STEM and AP Camp: 6 Teachers: 5 Hours x 2 Weeks (up to $31/hour) To accelerate rising 9th graders who have the potential to do advanced studies in high school.	9,300	
			Standards-Based Instruction Team 20 Teachers: 1 Hour x 36 Weeks (up to $31/hour) To equip the team with time needed to plan for teacher support activities like focus walks and modeling instruction	22,320	
			STEM Unit Planning Saturdays 20 Teachers: 3 Hours x 15 Saturdays (up to $31/hour) To develop integrated units of study.	27,900	
			Bus Driver: After School Remediation Saturday School	7,000	
			Substitutes: For Math Teachers, UDL Training, Standards-Based Teams Focus Walks, PL	8,000	
			Incentives/Rewards: Reward student achievement gains including graduation rate; Reward TKES, LKES Signing Bonus in Critical Needs Areas Up to 8 teachers: 8 x $1500 = $12,000	93,500	Object Total
					$ 526,736
	200	Employee Benefits			
		210	SHealth	68,040	

		220	FICA	40,295	
		230	TRS	42,358	
		260	WCOMP	3,898	
		290	LIFE INSURANCE	161	
					Object Total
					$ 154,752
	300	Purchased	UDL Consultant: To provide teachers with focused, differentiated instruction and systemic training to meet the needs of all learners	55,000	
		Professional	Curriculum/Assessment Development: Math, ELA, Science, Social Studies: To Improve the Quality of Teacher Designed Unit Assessments	60,000	
		& Technical Services	Math Design Collaborative: Provide additional training in Mathematical Standards of Practice to improve instruction	30,000	
					Object Total
					$145,000
	500	Other Purchased			
		Services	STEM Teaching Academy: 8 Teachers STEM Forum: 4 Teachers STEM Institute: 8 Teachers Summer Summit: 6 Teachers	15,000	
					Object Total
					$15,000
	600	Supplies			
		610	SIG Staff Supplies, PL Supplies and Materials, Poster-Maker/Die Cutter replacement paper/sheets	10,000	
		612	Software: APEX for Remediation and Credit Recovery; STEM e-books	35,000	
		615	Science Labs: 53,464	53,464	
		616	Computer: 1 Dell Ultrabook for Program Manager	1,650	
		2700/620	Fuel Costs: After School and Saturday ILT	6,000	
		642	Media Center , Professional Learning	10,000	
					Object Total
					$116,114
	700	Property			

		Capitalized Equipment			
					Object Total
					$
	800	Other Objects	STEM Registration Fees Reading and Gifted Endorsement Registration Fees	10,000	
			Indirect Costs @ 2%	19,352	
					Object Total
					$29,352
	900				
		Other Uses			
					Object Total
					$
			Year 2 School Total		$986,954

Year 3
FY17 - July 1, 2016 – June 30, 2017

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

Intervention Model: Transformation

	Budget Template Instructions: Please provide a comprehensive three-year budget for each school to be served with SIG funds. Each fiscal year should be represented by a separate budget detail page. Please provide an accurate description of the services, personnel, instructional strategies, professional learning activities, extended learning opportunities, contracted services, and any other costs associated with the implementation of the chosen intervention model. Please refer to the FY10 SIG Guidance – http://www2.ed.gov/programs/sif/sigguidance02232011.pdf regarding allowable expenditures.

Function Code	Object Class		Item Description and Rationale	Costs	
	100	Personal	2 Math Teachers: Support classes	91,400	
		Services	Literacy Coach: Provide PL for Teachers to embed CC Literacy	48,700	

			Standards		
		(Salaries)	School to Career Transition Specialist @ 50%: Serve as liaison between two SIG schools tracking students' progress	17,500	
			School Improvement Specialist: Organize school improvement work in a SIG-Priority School environment and document Indicator status in Indistar as process manager	75,000	
			SIG Program Manager: Grant Administrator-Monitor @ 50%	53,500	
			SIG Accounts Clerk: Place SIG orders, develop a filing and inventory system for all equipment, and maintain accurate PL documentation, including timesheets	25,000	
			After-School Remediation 4 Teachers: 1 Hour x 4 Days Per Week X 32 Weeks (up to $31/hour)	15,872	
			Saturday School 8 Teachers: 4 Hours x 32 Weeks To meet the needs of students who have not mastered math and social studies standards	31,744	
			Summer STEM and AP Camp: 6 Teachers: 5 Hours x 2 Weeks (up to $31/hour) To accelerate rising 9th graders who have the potential to do advanced studies in high school.	9,300	
			Standards-Based Instruction Team (up to $31/hour) 20 Teachers: 1 Hour x 36 Weeks To equip the team with time needed to plan for teacher support activities like focus walks and modeling instruction	22,320	
			STEM Unit Planning Saturdays 20 Teachers: 3 Hours x 15 Saturdays (up to $31/hour) To develop integrated units of study.	27,900	
			Bus Driver: After School	7,000	

			Remediation Saturday School		
			Substitutes: For Math Teachers, UDL Training, Standards-Based Teams Focus Walks, PL	8,000	
			Incentives/Rewards: Reward student achievement gains including graduation rate; Reward TKES, LKES Signing Bonus for Critical Needs Content Areas up to 8 teachers: 8 x $1500 = $12,000	93,500	Object Total
					$ 526,736
	200	Employee Benefits			
		210	SHealth	68,040	
		220	FICA	40,295	
		230	TRS	42,358	
		260	WCOMP	3,898	
		290	LIFE INSURANCE	161	
					Object Total
					$ 154,752
	300	Purchased	UDL Consultant: To provide teachers with focused, differentiated instruction and systemic training to meet the needs of all learners	30,000	
		Professional	Curriculum/Assessment Development: Math, ELA, Science, Social Studies: To Improve the Quality of Teacher Designed Unit Assessments	40,000	
		& Technical Services	Math Design Collaborative: Provide additional training in Mathematical Standards of Practice to improve instruction	30,000	
					Object Total
					$100,000
	500	Other Purchased			
		Services	STEM Teaching Academy: 8 Teachers STEM Forum: 4 Teachers STEM Institute: 8 Teachers Summer Summit: 6 Teachers	15,000	
					Object Total
					$15,000
	600	Supplies			

		610	SIG Staff Supplies, PL Supplies and Materials, Poster-Maker/Die Cutter replacement paper/sheets	10,000	
		612	Software: APEX for Remediation and Credit Recovery; STEM e-books	35,000	
		615	Science Labs: $78,274	78,274	
		616			
		2700/620	Fuel Costs: After School and Saturday ILT	6,000	
		642	Media Center , Professional Learning	10,000	
					Object Total
					$139,274
	700	Property Capitalized Equipment			
					Object Total
					$
	800	Other Objects	STEM Registration Fees Reading and Gifted Endorsement Registration Fees	10,000	
			Indirect Costs @ 2%	18,715	
					Object Total
					$28,715
	900				
		Other Uses			
					Object Total
					$
			Year 1 School Total		$964,477

LEA Name: Dougherty County School System

School Name: Monroe Comprehensive High School

LEA Budget Template

LEA BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-Implementation	Year 1 – Full Implementation			
School Name	Monroe HS	$1,176,440	$986,954	$964,477	$3,127,871
School Name					
School Name	Dougherty HS	$980,640	$952,077	$807,055	$2,739,772
LEA-level Activities					
Total Budget	$2,156,080		$1,939,031	$1,771,532	$5,867,643

APPENDICES

1. Appendix A

2. Monroe High School Rewards Incentive Proposal

3. Personnel Announcements Pending Grant Approval

4. Rubric

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Appendix A – Needs Assessment

School Level Descriptive Information

School Name: Monroe High School			Selected Intervention Model: Transformation
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
Student Profile Data	2011-12	2012-13	
Total Student Enrollment	1127	1098	Student enrollment at Monroe High School has shown only a slight decline over the past two years. However, a decline in enrollment is expected in SY15 following the upcoming rezoning. The school will now have one primary feeder middle school, Southside Middle School, instead of portions of multiple middle schools in the district. The advantage will be our ability to concentrate our efforts to partner with one middle school; however, an enrolment reduction has negative implications for the variety of course offerings our students will have. Particularly, our CTAE program will be affected. 98% of our students are African American and 96% are economically disadvantaged. This school year, our district received a federal grant to offer free lunch to all students in the district. This helps to mitigate the poverty status of our students. For many of our students, the breakfast and lunch they receive at school are the meals they can absolutely count on each day. The SWD population has remained at slightly less than 9% over the past two years. This is similar to the state and national averages.
Grade Level Enrollment			
9th Grade	351	368	
10th Grade	331	256	
11th Grade	240	246	
12th Grade	205	228	
Enrollment by subgroup			
Black	98%	97%	
Hispanic	1%	1%	
Multi- Race	0%	1%	
White	1%	1%	
Economically Disadvantaged	96%	86%	
SWD	8.80%	8.60%	
Attendance			
All			
5 or fewer days	56.70%	59.60%	
6 to 15 days	26%	26.90%	
15 and over	17.30%	13.50%	
Black			
5 or fewer days	56.60%	59.80%	In SY13, overall absenteeism grew by more than 3%. While more students were absent, fewer students were absent for 15 or more days with the exception of our
6 to 15 days	26%	26.70%	
15 and over	17.40%	13.60%	

White			SWD subgroup.
5 or fewer days	56.30%	50%	
6 to 15 days	31.30%	43.80%	
15 and over	16.50%	6.30%	
SWD			
5 or fewer days	54.50%	61.90%	
6 to 15 days	26.80%	19%	
15 and over	18.70%	19%	
Economically Disadvantaged			
5 or fewer days	54.40%	57.40%	
6 to 15 days	26.60%	28.10%	
15 and over	19%	14.50%	
Disciplinary Incidents	411	644	
AP Courses/Dual Enrollment			
All	164	179	
Graduation Rate			
All	45.66%	65.90%	
Black	45.60%	66.40%	
Economically Disadvantaged	42.46%	65.40%	
SWD	0%	0%	
All	45.66%	65.90%	MHS has experienced many issues regarding school culture and attendance which has thus affected the graduation rate of students. The graduation rate at the end of the 2011-2012 school year was an alarming 45.66%. Many students were unable to meet graduation requirements due to credit deficiencies, graduation test requirements, or lack of attendance. The administrative and leadership team created a joint effort to curtail this problem and put in place an active credit recovery and graduation test remediation plan that afforded the school to experience a 20% gain in SY13. The school continues to struggle with the number of SWD students who are not able to meet the graduation requirements. The co-teaching environment has not resulted in gains for this group of students. Our teachers need more professional learning in co-teaching strategies as well as training in teaching at-risk students.
Black	45.60%	66.40%	
Economically Disadvantaged	42.46%	65.40%	
SWD	0%	0%	

Staff Profile Data		
Current Principal (length of time in position)		Principal Davis is completing his first year at Monroe High School. Previously, he was the principal at Radium Springs Middle School. Mr. Davis was selected at the end of SY13 to serve MHS as a turnaround principal as the district would apply for the SIG. His initial focus was to establish a safe, orderly, and caring environment where administrators are visible and accessible. Having done so expeditiously, his next task was to ensure that teachers were providing bell-to-bell instruction.
Teaching Staff Number of years' experience in profession		
1 to 3 years	12	The teaching staff has undergone tremendous changes over the past two school years. The 2013-2014 school year began with 30 new faculty and staff members, including an entirely new administrative team and several other additions or changes to the faculty. Approximately 20% of the staff reflects teachers who are new to the profession. Nearly 50% of the teaching staff has more than 10 years teaching experience. We must leverage that experience and retool our teachers with the instructional strategies needed to engage students at a high level. The LEA facilitates the training of our school's new teacher mentors as it places an emphasis on providing support to teachers who are new to the profession or school district.
4-10 years	22	
11-20 years	20	
21 + years	9	
1 to 3 years	33	
4-10 years	22	
11-20 years	6	
21+ years	2	

Teaching Staff Percentage (%) of experience in school		
1 to 3	53% (N=33)	
4-10	35% (N= 22)	
11-20 years	10% (N=6)	
21+ years	4% (N=2)	

Teacher Attendance Rate	2012-2013		
	Aug	*90.2%*	Teacher attendance averages approximately 89% on a monthly basis. The attendance rate is reflective of days out for teacher training required by the state department, district, and school level.
	Sept	*83.2%*	
	Oct	88.3%	
	Nov	88.6%	
	Dec	86.0%	
	Jan	89.6%	
	Feb	90.7%	
	Mar	92.2%	
	Apr	90.3%	
	May	92.4%	
TKES Evaluation	2012-2013		A review of the TKES platform shows that 89.5% of the teachings staff was rated as proficient during the 2012-2013 school year. Four teachers were rated as needs improvement and one as ineffective. The teaching staff has undergone tremendous changes over the past year with a targeted focus on improving the instructional environment in hopes of moving all teachers to the proficient level and motivating others to move to a level of exemplary. Teachers are currently held to a higher standard this year.
	Level 1	0	
	Level 2	43	
	Level 3	4	
	Level 4	1	

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Student Achievement 2011-2012

	2011-2012			
	Did Not Meet	Meets	Exceeds	The school has had poor performance in the core areas as noted in the EOCT results. Math has continued to be a struggle in which the students have performed well below the state average. During the 2012 spring testing period, 60% of Math I and 72% of Math II students failed to meet the state minimum requirement. American History test results are very similar to that of math. 72% of the students who were administered the test were not successful. Other areas of concern include Biology and Economics in which more than half the student population tested were not successful. The school stands to undergo rigorous training with teachers and student motivation in order to improve the instructional process with an ultimate goal of improving the students' academic performance. In addition to our efforts to focus more on teacher effectiveness to improve achievement, we need for the district to align the curriculum and benchmarks. Our teachers need an aligned curriculum, frameworks, and training in developing quality assessments that are aligned to the standards.
Math I	60	38	2	
Math II	72	28	0	
Ninth Grade Lit	31	58	11	
American Lit	25	69	6	
Biology	58	40	2	
US History	72	25	3	
Economics	54	46	2	

	2012-2013			
	Did Not Meet	Meets	Exceeds	The issues in math continued into the 2012-2013 school year. With the implementation of new math standards and a new math curriculum, students scored significantly below the state's average minimum score to show proficiency in Coordinate Algebra. Nearly 90% scored below the state average on the EOCT. Overall, our students perform better in ELA; however, both 9th grade literature and 11th grade American Literature are significantly below the state averages. Much work is still needed in the other content areas
Coordinate Algebra	89	11	0	
Math II	68	32	0	
Ninth Grade Lit	32	57	11	
American Lit	19	72	9	
Biology	61	36	4	
US History	67	25	8	
Economics	51	40	10	

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CCGPS EOCT SUBGROUP DATA		Students/w Disabilities		Black		Economically Disadvantaged		ELL (N = 0)		White (N = <5)	
		SY12	SY13	SY12	SY13	SY12	SY13	SY12	SY13	SY12	SY13
9th Grade Math		N = 20	N = 12	N = 287	N = 268	N = 265	N = 258	-	-	-	-
Math 1--SY12 Coordinate Algebra SY13	DNM	95	100	61	90	62	50	-	-	-	-
	M	5	0	37	10	37	50	-	-	-	-
	EX	0	0	2	0	2	0	-	-	-	-
Math II		N = 21	N = 16	N = 331	N = 244	N = 304	N = 221				
	DNM	100	100	76	68	76	70	-	-	-	-
	M	0	0	24	32	24	30	-	-	-	-
	EX	0	0	0	0	0	0	-	-	-	-
9th Grade Literature		N = 16	N = 14	N = 274	N = 296	N = 249	N = 287				
	DNM	80	64	29	32	30	32	-	-	-	-
	M	20	36	58	58	58	57.5	-	-	-	-
	EX	0	0	13	10	12	10.5	-	-	-	-
American Literature		N = 15	N = 14	N = 245	N = 290	N = 201	N = 262				
	DNM	93	71	25	20	27	21	-	-	-	-
	M	7	29	69	71	69	71	-	-	-	-
	EX	0	0	6	9	4	8	-	-	-	-

MHS Dual Enrollment				Dual enrollment affords students the opportunity to earn both high school and college credit simultaneously. Over the past two years, dual enrollment has increased from 9 to thirty students during the fall semester and from 9 to 36 students during the spring semester. The growth can be attributed to an increase in the number of students who are prepared for entrance through the passing of the COMPASS assessment. Students receive instruction both in house with an Albany Technical College instructor coming into the school building and on the campus of Albany Technical College. Students attending class on the campus of Albany Technical College are bused to the campus at no cost to the student.
2012		2013		
Fall	Spring	Fall	Spring	
9	9	30	36	

Advanced Placement High School Student Achievement Data:

AP Course and Assessment Analysis					
List AP Exams Taken with Corresponding Information	Year	# Students Taking Course	# Students Passing Course	# of Students Taking Test	% of Scores 3 or Higher
American Gov't/Politics	2012-2013	0	0	0	0
	2011-2012	23	23	0	0
US History	2012-2013	27	27	0	0
	2011-2012	18	18	18	0
World History	2012-2013	0	0	0	0
	2011-2012	15	15	15	0
Physics B	2012-2013	0	0	0	0
	2011-2012	22	22	0	0
Statistics	2012-2013	30	30	1	0
	2011-2012	4	4	0	0
Biology	2012-2013	12	12	4	0
	2011-2012	2	2	6	0
Calculus	2012-2013	7	7	2	0
	2011-2012	4	4	4	0

Economics (Macro)	2012-2013	0	0	0	0
	2011-2012	0	0	0	0
English Language Comp	2012-2013	41	41	14	0
	2011-2012	30	30	29	0
English Lit/Comp	2012-2013	30	30	2	0
	2011-2012	18	18	18	0

			Achievement Points	Progress Points	Achievement Gap Points	Challenge Points
CCRPI Scores	2012	50.8	30.3	13	7.5	0
	2013	53.7	31.4	12.3	10	0

School Culture and Climate School Safety		A safety team has been established to evaluate, monitor, and recommend safety measures for the school. Two resource officers provide a sense of security for the faculty and student body. Students are scanned each morning as a deterrent for weapons and drugs. The school would benefit from advanced training sessions in school safety and emergency preparedness to include active shooter and medical emergency preparedness. The safety team will confer with the school district, Albany Police Department, and the communities Emergency Services Department.
Student Health Services		Many of our students who are teen mothers are enrolled in the Network of Trust Program. Students meet with healthcare professionals to receive training in parenting skills. Additional resources to deter teen pregnancy would benefit both the school's culture and the school's academic performance.
Attendance Support		Attendance is a major concern at Monroe High school. The numbers reflect that a significant change is needed in order to reach the academic goals set for the school. Ongoing strategies of identifying students early and serving notices to parents when students have missed 3-5-7 days of school, phone contact, and district social work intervention have had little to no results on the attendance rate. Stronger district policies regarding attendance, coupled with engaging academic programs are needed to encourage students to attend school on a regular basis. A reward system must also be implemented to provide incentives for positive attendance rates. The school has a strong community connection within the city. Historically, Monroe High was the first school for blacks in the city of Albany, thus having a strong heritage. The alumni offer tremendous support for the athletic

Social and Community Support Parental Support		programs but are limited in the involvement of the student's social and economic welfare. For us to intervene, outreach and mentoring programs need to be increased for us to provide better interventions of the many social and economic issues are students confront daily. Students know that the administration and faculty care about their welfare; however, we continue to compete with elements outside of our control in the community at large. We are providing students with a safe learning environment with caring adults. The SIG will support our efforts to give students a more meaningful reason to come to school each day and take ownership of their learning. Parental support has improved over the past years. Parents now feel as if they have a voice in the school and are provided with meaningful and frequent updates on student academic progress, special programs, and academic interventions.

Instructional Programs		Four teachers will attend the STEM Institute on June 16-20, 2014 in Atlanta, GA. The training will provide teachers with hands-on knowledge of implementing STEM activities. Teachers will be expected to provide re-delivery to departments and provide departments with a list of materials to move Monroe High School to a full STEM Program. A select group of teachers will attend the AP training during the summer of 2012. Teachers will use training to increase rigor and student engagement in all classes. Furthermore, strong emphasis will be placed on increasing student achievement scores on AP exams and SAT scores. Teachers will complete multiple professional learning sessions specifically design for individual teacher needs. Session I – designed to provide initial training of active initiatives within the school. The initiatives will be delivered to new teachers by our leadership and specialty teams (standards-based, Writing to Win, etc). This training will be open to all new teachers to Monroe High School as well as those teachers documented in TKES as ineffective or needs development. The session will also be used to satisfy a portion of Professional Development Plans on for struggling teachers. Session II- will be used to provide training for all teachers in the area of effective use of technology using One-to-One. The sessions will encompass use of clickers to collect data, cloud usage, portfolio development, differentiated instruction, assessment development, etc. Teachers will have the opportunity to create content specific technology based activities for students. Outside vendors will be solicited to complete such training The school will work with the district's curriculum department to aid in securing vendors. Session III- This session will provide additional training to struggling teachers as well as teachers who are in need

		additional training in specific initiatives or in areas of TKES. Sessions will be conducted using outside vendors, district experts, RESA, PD 360, and teacher leaders. Participants will be required to complete learning tasks prior to completion of the session. Master Teacher (MT) will be purchased to provide teachers with on-going current trends and best practices in education. Master Teacher will be discussed in content area meetings and leadership team meetings. Teacher leaders will undergo on-going leadership training (in house leadership academy). This model will build leadership capacity among teacher leaders. Teachers will develop the necessary leadership skills that will aid in promotions, increased effectiveness in classroom instruction, providing peers with effective feedback, improved mentorships, and teacher support. Teachers completing the leadership academy will serve in various leadership capacities during the school year.
Planning and implementation of research based instructional strategies		Universal Learning Design (UDL) will be used to address multiple areas of the instructional process to include increasing rigor, enhancing student engagement and increasing differentiation of instruction at the classroom level. Outside vendors will be solicited to provide training for faculty. A UDL review team will be established to aid in monitoring the implementation and effectiveness of the learning model. <u>Goals being addressed:</u> • Teachers will be able to reanalyze and reevaluate the teaching strategies that have the most positive effect on student learning and utilize them within the instructional framework (Opening - Work Session - Closing) at the proficient level • Teachers will be able to develop a common language for instruction and effectively use a common set of instructional strategies that have a high rate of increasing student achievement. <u>On-The-Job Performance:</u> • Teachers will be able to perform the following tasks: o Create Standards-Based Lesson Plans that reflect the instructional strategies o Implement and transition through the instructional framework Opening - Work Session - Closing) at the proficient level o Participate in Collaborative Sessions that reflects standards-based strategies and practices o Design assessments that focus on student learning and level of mastery (data analysis) o Create / Design a classroom that represents a Standards-Based Classroom (which includes, but not limited to technology integration and products created by students to show understanding / mastery) <u>Improvement Practice to be Implemented:</u> • The Improvement Practice will come from the book, <u>*Classroom Instruction that Works*</u> by R. J. Marzano, D. J. Pickering, and J. E. Pollock. • Teachers will implement the following identified research-based strategies that have the most positive

		effect on student learning: o Setting objectives and providing feedback o Reinforcing effort and providing recognition o Cooperative learning o Cues, questions, and advance organizers o Nonlinguistic representations o Summarizing and note taking o Assigning homework and providing practice o Identifying similarities and differences o Generating and testing hypotheses • These strategies are organized and presented within a framework that is geared toward instructional planning, which highlights the point that *all* of the strategies are effective and should be used to complement one another. • Each strategy will be supported with recommended classroom practices, examples of the strategy in use, tips for teaching, and information about using the strategy with today's learners. • Teachers will work collaboratively to learn about and improve their use of these strategies by forming study groups, reading about each category of strategy, using the strategies in their classrooms, and discussing their results. • Teachers will identify and incorporate the three components that focus on the key aspects of teaching and learning: o Creating the Environment for Learning o Helping Students Develop Understanding o Helping Students Extend and Apply Knowledge
Use of instructional technology (by students and teachers)		Classrooms are equipped with 21st century technology to include Promethean boards, Activ slate, and Elmo document cameras for instructional use. Teachers are able to use the Promethean board to project daily lessons to include interactive activities, demonstrations, and models. Students are engaged with the use of technology as they are able to demonstrate proficiency, provide peer tutoring and to complete formative assessment assignments. Technology is extended through the mobile labs in which students are able to complete computer based learning assignments such as USA Test Prep and Study Island. Additionally, classrooms are assigned instruction clickers which are essential in formative assessment of student knowledge. In addition to the training offered from the district for one-to-one, teachers will have additional training in how to effectively implement technology based instruction to improve the academic achievement of students. Adoption of PD 360 will aid in providing teachers with on-going and differentiated professional learning during the

		school year. PD 360 will provide teachers with researched based best practices, with visual and written activities. Struggling teachers will be required to view various teaching strategies and show proof of implementation.
Use of data analysis to inform and differentiate instruction		UDL will aid in increasing differentiation of instruction at the classroom level. Teacher will have additional training to address content specific differentiation of instruction concerns.
Number of minutes scheduled for core academic subjects		All core courses are scheduled first thru seventh periods. Courses time range from 51-52 minutes per day. Academic time is also extended to students in need of credit recovery for one hour during the morning and one hour each afternoon , 0 and 8 hour respectively.
Use formative, interim, and summative assessments to measure student progress		The school district will adopt a new assessment platform that will be used along with the one-to-one technology initiative to provide assessment results for teachers. Teachers will also continue to use progress monitoring charts as currently being utilized in the math department. Progress monitoring must be done at multiple levels using the Depth of Knowledge scale to ensure that students are mastering content at levels 3 and 4.
Timeline for reporting student progress		Through effective use of SLD, MDC, and LDC teachers will be able to provide students with accurate and relevant feedback. These learning strategies combined with the One-to-One technology initiative will provide another avenue for teachers to increase the effectiveness of data analysis, thus providing students with the necessary RTI to improve academic performance.
Parent and Community Support		STEM training for parents will be conducted during the school year to make parents more aware of the goals and purpose of such and instructional focus. The parent facilitator will work with math, science, and CTAE teachers to develop and implement a STEM DAY for parents. This activity will provide parents an opportunity to have hands-on experience with the same activities in which their children are completing during the school day.
Social, health, and community services to students and family		Network of Trust will continue to serve students who are teen mothers. Students receive training on parenting, proper healthcare for their young children, and sexually transmitted diseases prevention.

Proposed 2014-2015 Bell Schedule			
Period	Start Time	End Time	Minutes
1st	8:40	9:36	56
2nd	9:41	10:35	54
3rd	10:41	11:31	50
1st Lunch	11:31	12:21	
2nd Lunch	12:28	1:18	
4th	11:36	1:18	50
5th	1:25	2:19	54
6th	2:24	3:18	54
7th	3:24	4:18	54
Total Minutes Per Day			374

2013-2014 Bell Schedule			
Period	Start Time	End Time	Minutes
1st	8:45	9:41	56
2nd	9:46	10:37	51
3rd	10:44	11:35	51
1st Lunch	11:35	12:25	
2nd Lunch	12:30	1:20	
4th	11:40	1:20	50
5th	1:27	2:16	51
6th	2:21	3:12	51
7th	3:19	4:10	51
Total Minutes Per Day			361

2012-2013 Bell Schedule			
Period	Start Time	End Time	Minutes
1st	8:45	9:35	50
2nd	9:40	10:30	50
3rd	10:35	11:25	50
1st Lunch	11:30	12:25	
2nd Lunch	12:30	1:25	
4th	11:30	1:15	50
5th	1:20	2:10	50
6th	2:15	3:05	50
7th	3:10	4:00	50
Total Minutes Per Day			350

Monroe High School
Pre-Engineering, Math, and Technology Center of Excellence
Rewards Incentive Plan Proposal
Cohort 4 SIG Application

Rationale:

The faculty and staff of Monroe High School are committed to transforming the school into a fully realized learning community where high expectations results in sustained teacher effectiveness and substantial gains in all aspects of student achievement. The administration rightly believes that all certified and classified staff members have a role in ensuring student success. To that end, there will be a collective effort to improve students' graduation rates and EOCT performance in accordance with the USED and GADOE requirements, as well as the state performance targets through SY2017. The rewards proposal is based upon improved End of Course Test results, an increase in the graduation rate, and individual teacher and administrator performance as measured by the Teacher Keys and Leader Keys Evaluation Systems (TKES and LKES).

Student Performance

Of the eight Georgia End of Course subjects, Monroe High School faculty teach seven courses. All certified staff will be included in the EOCT rewards improvement plan. With regards to the graduation rate rewards improvement plan, all certified and classified staff will be included.

Teachers Evaluated with TKES

Teachers who receive at least two "Exemplary ratings on any of the ten Teacher Assessment on Performance Standards (TAPS) through the TKES summative evaluation, and have no "Ineffective" ratings will receive a $500.00 individual performance incentive.

Administrative Staff Evaluated with LKES

Assistant principals who receive at least one "Exemplary" rating on any of the eight Leader Assessment on Performance Standards (LAPS) through the LKES summative evaluation, and have no "Ineffective" ratings, will receive a $500.00 individual performance incentive.

The principal will receive a $500 performance incentive if he has at least "Exemplary" rating on any of the eight standards and has no "Ineffective" ratings on any of the eight standards.

EOCT Student Performance Increase Per the Annual Target Goals	Certified		Assistant Principals	Principal
7 Total Assessments Administered				
3 of 7	$300		$300	$300
4 of 7	$400		$400	$400
5 or more	$500		$500	$500
2013 BASELINE EOCT DATA: Coordinate Algebra—11% Analytical Geometry—New Course: Meet State Average 9th Grade Lit—68% American Lit—81% Biology—40% US History—33% Economics 50% Physical Science—N/A				
Cohort Graduation Rate	Certified	Classified	Assistant Principals	Principal
SY15 Cohort Graduation Rate Increase of 5 Percentage Points or 70%	$200	$100	$200	$200
TKES and LKES				
Teacher Keys Evaluation Summative Assessment	Teachers			
Teachers who receive 2 or more Exemplary ratings and no Ineffective ratings on any of the ten Teacher Assessment on Performance Standards	$500			
Leader Keys Evaluation Summative Assessment			Assistant Principals	Principal
The Assistant Principals and Principal who receive 1 or more Exemplary ratings and no Ineffective ratings on any of the eight Leader Assessment on Performance Standards			$500	$500

DOUGHERTY COUNTY SCHOOL SYSTEM
Educational Achievement
Beyond All Expectations

POSITION ANNOUNCEMENT

PENDING GRANT APPROVAL

POSITION: **Literacy Coach**

LOCATION:

QUALIFICATIONS:

- Hold a Master's Degree or higher in curriculum and instruction is preferred.
- Minimum of five (5) years of successful secondary teaching experience and certification in reading, or have certification in a core high school content area as well as have a reading endorsement from an approved institution.
- Knowledge of the design and implementation of Common Core literacy standards within the instructional framework across the curriculum.
- Understanding of the characteristics of adult learners.
- Knowledge of the processes of successful coaching.
- Ability to train teachers in utilizing measures of reading achievement like Lexile scores and universal screeners to diagnose and remediate students.
- Ability to use the latest technical technology in education
- Excellent communication and organizational skills.
- Successful experience in working collegially with teachers.
- Successful experience as staff developer is desirable.
- Strong knowledge base of best practices in standards-based reading and literacy instruction.
- Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

- To transform teaching practices and increase students' literacy skills across the curriculum.
- Teach, model, and facilitate research-based best literacy practices within the school's instructional program.
- Train teachers to achievement and assist with placing students in the appropriate intervention and support service.
- Identify needs and make recommendations for appropriate instructional literacy materials and assessments that directly support and align to the Common Core State Standards.
- Facilitate change in instructional practices of teachers that will enable teachers to diagnose student needs more analytically, plan more productively, and teach more effectively.
- Train teachers to disaggregate and analyze literacy and student achievement data to improve student performance.
- Collaborate with teachers to identify the literacy needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students.

- Provide professional development on best practices in literacy instruction across the curriculum.
- Establish, maintain and enhance effective communication with administrators, teachers, parents and other stakeholders.
- Observe teachers in their classrooms and offer insight for the enhancement of teaching-learning situations.
- Provide specific integration and differentiation strategies that enable teachers to meet the needs of all readers of all abilities.
- Network with other literacy coaches and participate fully in ongoing professional development to extend literacy and instructional competencies in all content areas.
- Demonstrate appropriate use of instructional technology and other educational tools to enhance and extend instruction.
- Perform other duties related to the improvement of student achievement as determined by the principal.

REPORTS TO: Principal

SALARY RANGE:

DOUGHERTY COUNTY SCHOOL SYSTEM
Educational Achievement
Beyond All Expectations

POSITION ANNOUNCEMENT

PENDING GRANT APPROVAL

POSITION: **Math Teacher**

LOCATION:

QUALIFICATIONS:

- Hold a clear renewable certificate in high school mathematics.
- Demonstrated ability to relate and motivate all students with respect to learning styles to make learning meaningful, effective, contextual and involving positive interactions for the ongoing intellectual development of young minds.
- Proven ability to improve students' acquisition of Common Core math skills and academic vocabulary.
- Experience in motivating students who have struggled in Coordinate Algebra and or Analytical Geometry.
- Ability to successfully integrate technology into the classroom while engaging students.

PERFORMANCE RESPONSIBILITIES:

- Must be present, organized and enthusiastically committed to the success of all assigned students for the school calendar.

- Collaborate with departmental members to develop detailed instructional plans and outlines for instructing the pupils and subject matter assigned which will achieve the educational results desired.
- Instructs designed classes in accordance with formulated plans and outlines, modified as necessary to achieve the learning objectives, all within the policies of the school system.
- Maintains the degree of discipline and order in the classroom necessary to effectively instruct the class.
- Committed professional, guarding instructional time by demonstrated attendance.
- Counsels with students and parents on learning and discipline problems as necessary.
- Supervises or assists in the supervision of school activities as assigned.
- Performs related duties as assigned as circumstances require.
- Complete all records and reports on time and with accuracy.
- Maintain satisfactory performance on the Teacher Keys Effectiveness System.
- Perform other tasks as assigned by Supervisor(s).

REPORTS TO: Principal

SALARY RANGE: Ten months/year. Salary and work year to be established by the Board.

DOUGHERTY COUNTY SCHOOL SYSTEM
Educational Achievement
Beyond All Expectations

POSITION ANNOUNCEMENT

PENDING GRANT APPROVAL

POSITION: **School Improvement Specialist**

LOCATION:

QUALIFICATIONS:

- Minimum of 5 years successful teaching and supervisory experience and hold a valid Teaching and/or (Leadership) clear renewable certificate.
- Master's Degree or higher degree and demonstrates evidence of school improvement leadership.

- Ability to use problem-solving skills to generate solutions.
- Demonstrates strong organizational and data management skills.
- Demonstrates strong motivational skills and communicates, collaborates and utilizes interpersonal skills.
- Ability to deliver training programs to achieve desired results.
- Demonstrates working expertise (certified teaching area) and thoroughly understands the school improvement process at the school and district levels.
- Demonstrates working expertise of differentiated instruction and other instructional best practices.
- Experience in analyzing data that will show improvement in student work and teacher performance.
- Ability to function as a positive collaborative member of a team.
- Demonstrates interest and engagement in professional learning and reflection.

PERFORMANCE RESPONSIBILITIES:

- Design and organize school improvement strategic plans that will assist school in reaching its CCRPI goals.
- Maintain instructional knowledge that will benefit the total program of the school district.
- Assist administrators and teachers by using collaborative models of observations to promote quality instructional practices.
- Maintain all pertinent school improvement documentation in the ***INDISTAR*** platform.
- Design and monitor an implementation plan for increased learning time to meet the needs of students.
- Measure the effectiveness of professional learning and increased learning time and collaborate to mitigate challenges.
- Understand and assist with the work in analyzing data used to compute CCRPI.
- Conduct high-quality, sustained training sessions, presentations and workshops.
- Coordinate with LEA to assist school/LEA in developing and implementing continuous improvement plan.
- Coordinate with LEA on appropriate budgeting and expenditure of funds.
- Work with curriculum in identifying and providing resource materials to schools and teachers.
- Assist and provide building administrators with best practice models when analyzing school, teacher and student data.
- Create and maintain an effective monitoring instrument to measure school improvement growth.
- Perform other related personnel functions and projects as assigned.

DOUGHERTY COUNTY SCHOOL SYSTEM
Educational Achievement
Beyond All Expectations

POSITION ANNOUNCEMENT

Pending Grant Approval

POSITION: SIG School to Career Transition Facilitator

LOCATION: Isabella Complex

QUALIFICATIONS:

1. Any combination of training, experience, and/or education equivalent to: Bachelor's degree in education, business, or related field.
2. Two years of work experience with business/industry in the areas of education, case management, business and economic development, and/or connecting business to education.
3. Such alternatives to the above qualifications as the Board may find appropriate.

PERFORMANCE RESPONSIBILITIES:

1. Coordinate student activities that pertain to all aspects of career transition readiness, job readiness, and career guidance.
2. Coordinate with CTAE Staff, counselors and other Career Related Education (CRE) personnel to carry out the advisement activities for students in K-12.
3. Assist in the coordination of career fairs and career days.
4. Work with counseling staff and site administrators with the comprehensive career guidance system.
5. Ensure that accurate contact information is obtained from exiting students and continually update student files with accurate information in the student database system.
6. Advise students in all aspects of career transition readiness, job placement and student exit process.
7. Any other duties as assigned by supervision.

DOUGHERTY COUNTY SCHOOL SYSTEM
Educational Achievement
Beyond All Expectations

POSITION ANNOUNCEMENT

PENDING GRANT APPROVAL

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4

POSITION: SIG Accounts Clerk

LOCATION:

QUALIFICATIONS:

1. Associate's Degree in Business Office Technology or Accounting.
2. Experience in Federal Title I Grant budgets preferred.
3. Proficiency in Microsoft Suite, including Excel, Word, Publisher and Power Point.
4. Excellent organizational and record-keeping skills.
5. Proficiency in business data management system and data analysis.
6. Professional interpersonal and skills. Must have excellent written, verbal and technology skills.

PERFORMANCE RESPONSIBILITIES:

1. Develop and sustain organizational/record-keeping procedures for program monitoring.
2. Utilize Nextgen Accounting platform to complete purchase orders.
3. Track the status of orders and update principal and program manager in a timely manner.
4. Communicate with vendors regarding orders.
5. Develop and maintain comprehensive inventory of all SIG-funded equipment. Conduct inventory review three times per school year and report findings to the principal and program manager.
6. Maintain calendar of SIG-funded professional learning activities and increased learning time activities.
7. Create and submit all grant-related forms to the RT3/SIG Program Manager in a timely manner.
8. Reconcile professional learning documentation with timesheets, agendas, meeting notes
9. Maintain accurate electronic and paper records of all SIG-funded activities
10. Maintain professional and technical skills by attending required educational workshops.
11. Operate technology, office and presentation equipment.

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4

Appendix B - Rubric

School Improvement Grant LEA Application Rubric

	Not addressed or ineffectively addressed (0-1 point)	Limited (2 points)	Moderate (3 points)	Strong (4 points)
LEA Narrative – Capacity **Score ___**	The LEA is unable to provide an adequate description of the district leadership team OR the district leadership team does not possess expertise in working with federal grants, school improvement, and lacks direct access to the superintendent. The LEA has not reviewed its capacity to serve its schools and does not provide a description of support from staff, parents, students, and the school board.	The LEA provides a general description of the district leadership team but the district leadership team does not possess expertise in all areas necessary to managing a SIG grant (working with federal grants, school improvement, direct access to the superintendent). The LEA has reviewed its capacity to serve its schools but does not provide an appropriate description of support from staff, parents, students,	The LEA provides a detailed description of the district leadership team and the district leadership team possesses expertise in working with federal grants, school improvement, and human resources. The plan does not describe how the district leadership team has direct access to the superintendent. The LEA has reviewed its capacity to serve schools and provides a detailed description and	The LEA provides a detailed description of a district leadership team that is comprised of professionals with expertise in working with federal grants, school improvement, human resources, and has direct access to the superintendent. The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment of support from staff, parents, students, and the school board.

		and the school board.	evidence of its commitment of support from staff, parents, students, and the school board.	
Needs Analysis **Score _____**	The LEA provides some data, however the analysis of the data provided is insufficient and/or there are fallacies in the conclusions.	The LEA provides data but the analysis or conclusions are not fully developed.	The LEA provides a comprehensive view of the data. The analysis, summary, and conclusions are provided. Identified needs are clearly articulated.	The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated and are logical given the analysis.
Annual Goals **Score_____**	The LEA has not reviewed the school's data and has set either extremely low student achievement goals or goals that are extremely unrealistic.	The LEA has provided a cursory review of the school's data and has set realistic student achievement goals. The LEA has articulated how it will plan for evaluation and monitoring but there is little evidence that suggest that the LEA is prepared to monitor progress toward annual student achievement goals, SIG leading	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated a plan for monitoring inclusive of progress toward annual student achievement goals and the SIG leading indicators. Goals are measurable and time-bound.	The LEA has reviewed the school's data and has set ambitious yet realistic student achievement goals. The LEA has articulated how it will plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions. Goals are measurable and time-bound.

		indicators and implementation of interventions. Goals are measurable and time-bound.		
Model specific school application **Score_____**	The LEA does not provide a rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.	The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	The LEA provides a clear rationale for the selected intervention model based on the school's identified needs.	The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance.
Budget **Score____**	A number of requests in the LEA and/or schools' budget are not reasonable or necessary expenditures. Budget activities are in not aligned with the goals of the grant.	A few items listed in the LEA and/or schools' budget are discussed in the justification template. The budget request is not fully aligned with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. All budget requests are reasonable, necessary, and allocable to the SIG grant. Activities are in alignment with the school's goals.	All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with federal grant requirements (allocable). Activities are in clear alignment with and support school goals**.**
Sustainability Plan	There is no evidence in the application that indicates actions will be taken to maintain implementation of the processes and strategies	An initial plan describes actions the LEA will take to maintain implementation of	An initial plan describes actions the LEA will take to maintain implementation of	A comprehensive plan describes actions the LEA will take to maintain implementation of the processes and strategies required for the intervention model selected. The plan includes

	that positively impact student achievement.	the processes and strategies required for the intervention model selected; however, the plan does not describe the specific actions the LEA will take after the funding period ends.	the processes and strategies required. for the intervention model selected. The plan includes general steps with no or limited resources identified to support efforts to ensure sustainability.	specific steps and adequate resources to ensure sustainability.
Total Score of Written Application				
Interview (if applicable, only applications receiving 15 or more points will be invited to interview) **Score _____**	The LEA is unable to satisfyingly speak to the general plan for implementation of the grant. Action steps are vague or inadequate. The LEA is unable to discuss how all stakeholders will be kept abreast of the reform taking place at the SIG school(s).	The LEA can articulate a general plan for implementation of the SIG grant. The action steps, communication plan for stakeholders, and the plan for sustainability are somewhat unclear.	There is a solid plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate what barriers may arise and how stakeholders will be informed.	There is a comprehensive plan to ensure overall success and sustainability. District leadership within the LEA is able to provide a clear articulation of the work necessary to successfully implement the chosen reform model. Action steps are specific and the LEA can articulate how barriers will be removed and how stakeholders will be informed at regular intervals throughout the life of the grant.
Total Score (inclusive of interview)				

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4
Appendix C- Turnaround Leader

Turnaround Leader Competencies: Four Clusters of Competence

These are the competencies – or consistent patterns of thinking, feeling, acting and speaking – needed for school turnaround leader success. They were derived by "mapping" the cross-sector research on turnaround leader actions to high-quality competency studies of successful entrepreneurs and leaders in large organizations. The competencies chosen fit the activities that turnaround leaders share with leaders in these other contexts. Validation, refinement and further customization of these competencies will be possible as the number of successful school turnarounds grows and comparisons among more and less successful school turnaround leaders are possible. These competencies are arranged into fours clusters of related capabilities.

Driving for Results Cluster – This cluster of competencies is concerned with the turnaround leader's strong desire to achieve outstanding results and the task-oriented actions required for success. Competencies in this cluster include:

- Achievement
- Initiative and Persistence
- Monitoring and Directiveness
- Planning Ahead

Influencing for Results Cluster – This cluster of competencies is concerned with motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but instead must rely on the work of others. Competencies in this cluster include:

- Impact and Influence
- Team Leadership
- Developing Others

Problem Solving Cluster – This cluster of competencies is concerned with leader's thinking applied to organization goals and challenges. It includes analysis of data to inform decisions; making clear logical plans that people can follow; and ensuring a strong connection between school learning goals and classroom activity. Competencies in this cluster include:

- Analytical Thinking
- Conceptual Thinking

Showing Confidence to Lead – This competency, essentially the public display of self-confidence, stands alone and is concerned with staying visibly focused, committed, and self-assured despite the barrage of personal and professional attacks common during turnarounds.

- Self-Confidence

Competencies selected from Competence at Work: Models for Superior Performance, Spencer and Spencer (1993). Leader actions from School Turnarounds: A Review of the Cross-Sector Evidence on Dramatic Organization Improvement, Public Impact for the Center on Innovation and Improvement (2007) and Turnarounds with New Leaders and Staff, Public Impact for the Center for Comprehensive School Reform and Improvement (2006).

Georgia Department of Education
School Improvement Grant 1003(g) - LEA Application FY 2013-Cohort 4
Appendix D – Reform Models

Brief Overview of the School Improvement Grant 1003(g) Reform Model

1. **Turnaround Model:** Replace the principal, screen existing school staff, and rehire no more than half the teachers; adopt a new governance structure; and improve the school through curriculum reform, professional development, extending learning time, and other strategies.
2. **Restart Model**: Convert a school or close it and re-open it as a charter school or under an education management organization.
3. **School Closure**: Close the school and send the students to higher-achieving schools in the district.
4. **Transformation Model**: Replace the principal and improve the school through comprehensive curriculum reform, professional development, extending learning time, and other strategies.